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ABSTRACT

This report focuses on three major areas of disability research information. Part 1 discusses findings from a series of online focus groups conducted from July 2001 through June 2002 that explored types of additional disability-related research information consumers would like to see. Of the total responses received, persons with a disability reflected the largest respondent group. Respondents wanted more information about the demographic breakdown of the disability community, universally designed products and environments, and other access issues. Part 2 highlights information from selected 2001 and 2002 surveys that investigated the effectiveness of dissemination and utilization activities aimed at people with disabilities and their families. Findings indicate a shortage of qualified special education teachers, an underestimation of the prevalence of attention deficit-hyperactivity disorders, educational discrimination, a digital divide, and lessening of the stigma of special education. Part 3 reports results from a review of the Web sites of the National Institute on Disability and Rehabilitation Research grantees between August 21 and August 30, 2002. Web sites were reviewed for a variety of characteristics including their content offerings and user-friendliness. These results are presented and compared with results from previous reviews. Findings indicate that 67% of grantees have a Web presence. (CR)

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National Center for the Dissemination of Disability Research
Survey Report 2002

2002

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EC 309374

National Center for the Dissemination of Disability Research

Survey Report 2002

Inside:

Online Focus Groups: Highlights of Findings

Disability-Related Survey Highlights

Results of NCDDR Review of NIDRR Grantee Web Sites

EC 309374

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
SEDL
Building Knowledge to Support Learning

NIDRR

The NCDDR engages in a variety of survey techniques to learn more about the needs of particular target audiences and the appropriateness/ effectiveness of current dissemination strategies targeting those audiences

National Center for the Dissemination of Disability Research

Survey Report 2002

This annual issue of the National Center for the Dissemination of Disability Research's (NCDDR) report of survey findings highlights information from the following three sources:

- **results from the NCDDR's Online Focus Group survey activities,**
- **general trends from selected major surveys,**
- **results of the NCDDR review of NIDRR grantees' Web Sites.**

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Overview

This activity is conducted to increase knowledge among the National Institute on Disability and Rehabilitation Research (NIDRR) community regarding the status of dissemination and utilization outcomes.

NCDDR Survey Report 2002 focuses on three major areas of information:

Part 1: Online Focus Groups

The NCDDR conducted a series of online focus groups over the past 12-month period (July 2001 through June 2002) in order to refine information shared by consumers during a previous NCDDR survey activity. The questions used in the online focus group activities surrounded issues about what types of additional disability-related research information consumers would like to see. The findings from these online questions have been aggregated and suggest some priorities for creating and sharing new disability research information.

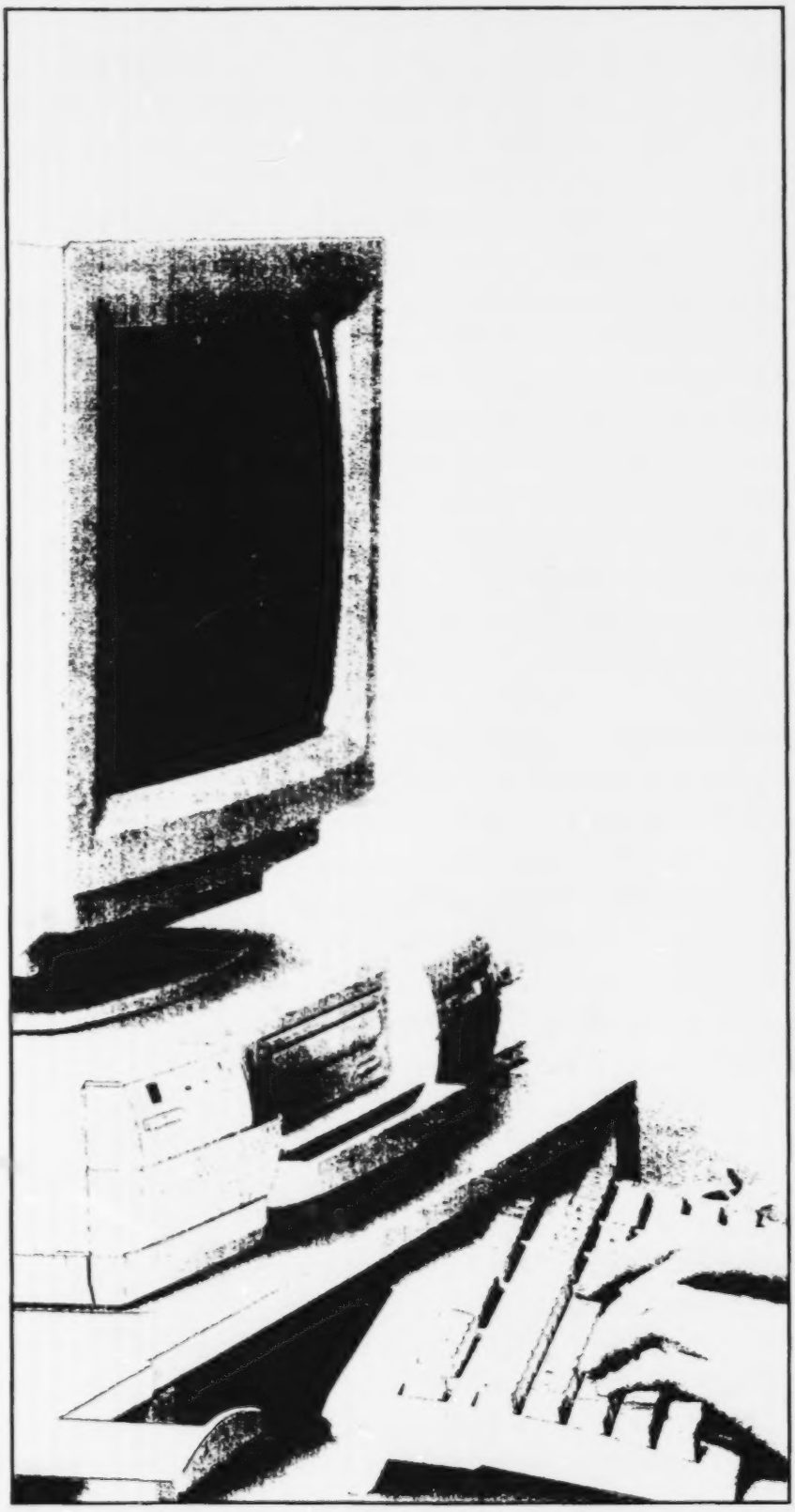
Part 2: Disability-Related Survey Highlights

This section highlights information from selected surveys that may provide interesting insights into dissemination and utilization activities aimed at people with disabilities and their families. These highlights are taken from survey reports published in 2001 and 2002.

Part 3: Review of NIDRR Grantee Web Sites

NCDDR staff reviewed the Web sites of NIDRR grantees between August 21 and August 30, 2002. Web sites were reviewed for a variety of characteristics including their content offerings and user-friendliness. These results are presented and compared with the results from previous reviews conducted by the NCDDR.

NCDDR Survey Report 2002 can be found online at: **http://www.ncddr.org/du/products/survey2002/**
Alternate versions are available from the NCDDR upon request.



1

Online Focus Groups:

Highlights of Findings

Online Focus Groups: Highlights of Findings

During the period July 2001 through June 2002, the NCDDR incorporated as a part of its Web site (http://www.ncddr.org) a component that solicited voluntary information regarding areas of needed or desired disability-related research information. The areas used by the NCDDR were suggested within responses to an earlier NCDDR survey activity. The Online Focus Group format was selected to provide additional targeted information and to assist in prioritizing the results derived earlier.

Each respondent was asked to identify all groups with which he or she most closely identified. Respondents were allowed to select as many of the choices as they felt appropriate. Choice options included:

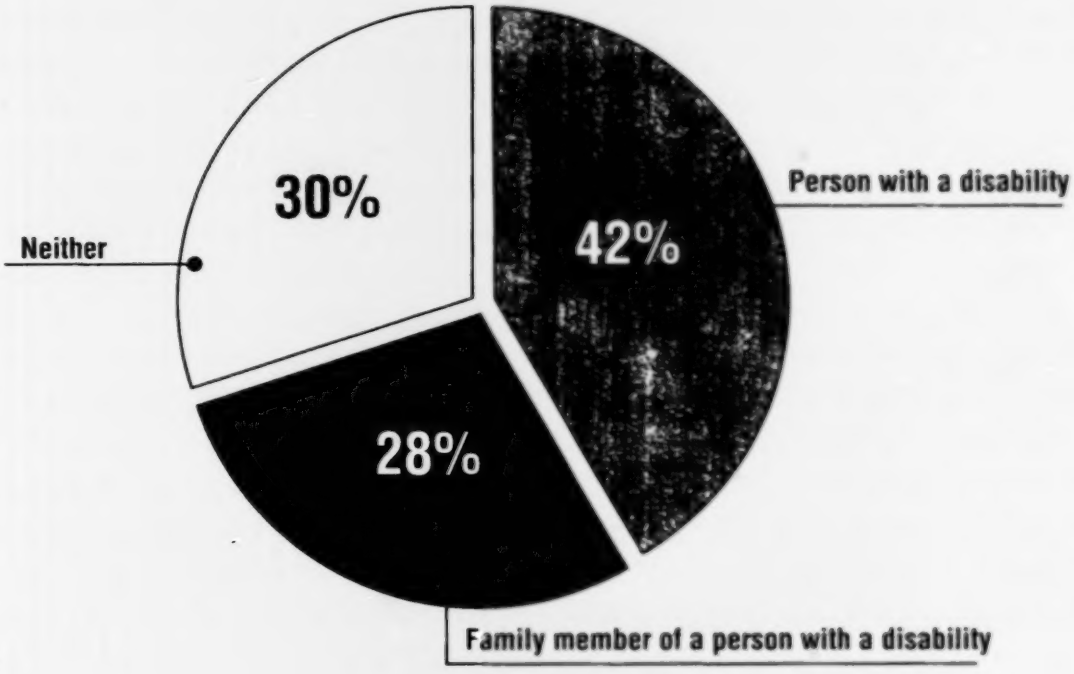
What personal and work affiliations best describe you?

- Person with a disability
- Family member of a person with a disability

- Advocacy
- Committee on Employment
- Consumer Organization
- Direct Service Provider
- Federal/State Legislator/Aide
- Health Care Professional
- Independent Living Center
- Journalist
- OSERS Staff
- NIDRR Grantee
- Researcher
- State Special Education Agency
- Teacher/School Administrator
- University Student/Faculty/Staff
- Other (field provided for specification)

Who responded?

Respondents self-identified themselves as being a person with a disability and/or a family member of a person with a disability. Of the total responses received, persons with a disability reflected the largest respondent group.



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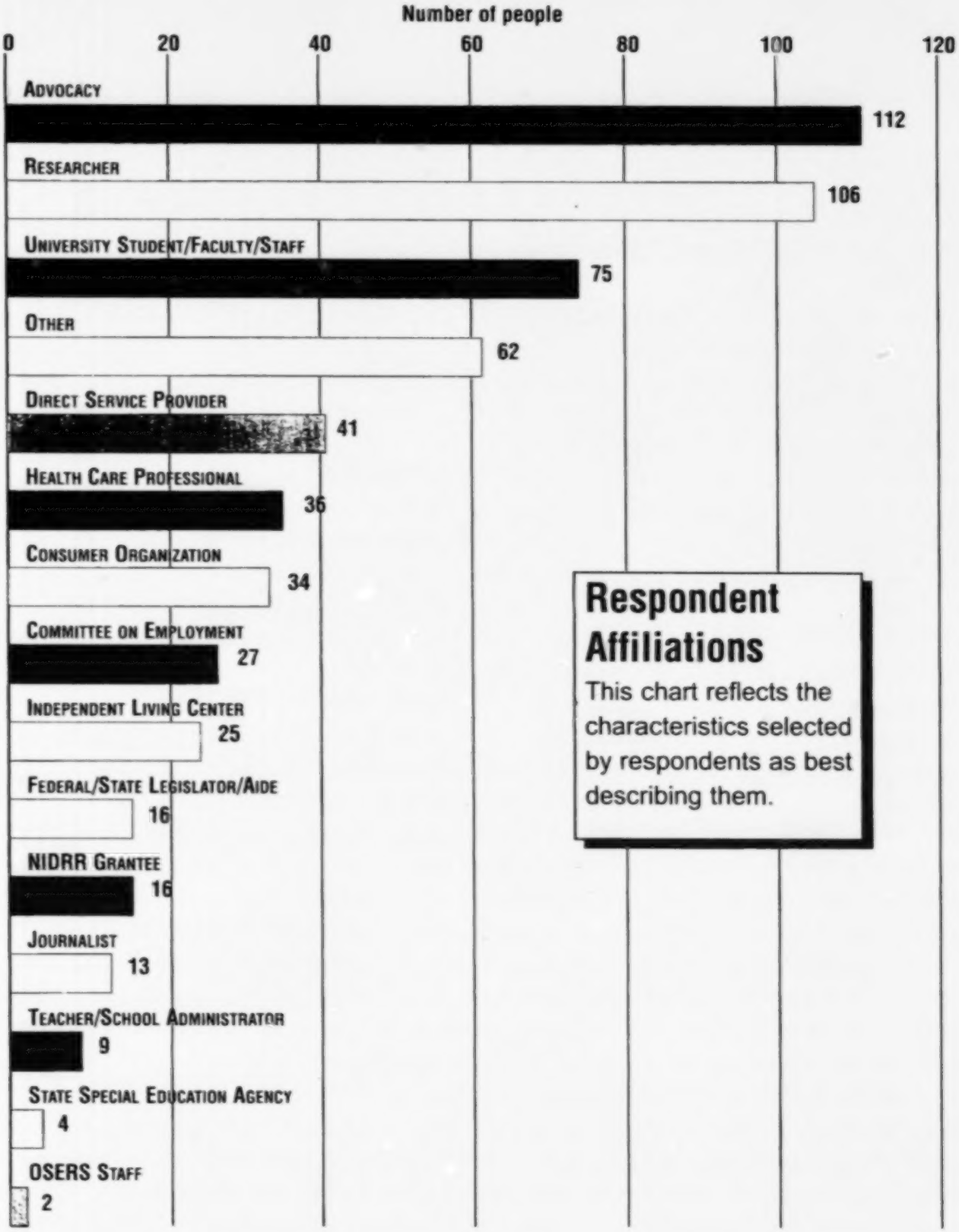
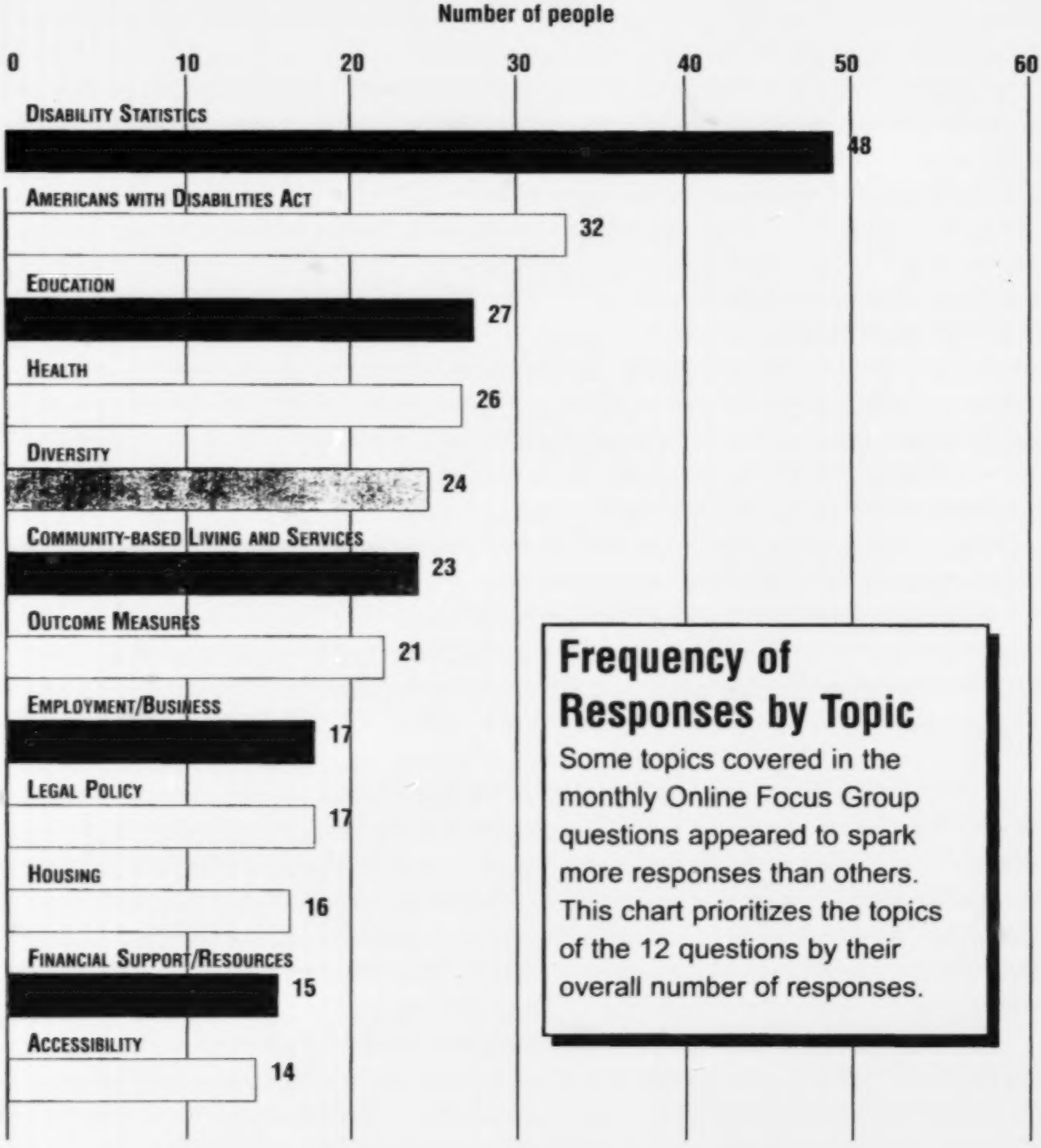


Respondent Affiliations

This chart reflects the characteristics selected by respondents as best describing them.



Frequency of Responses by Topic

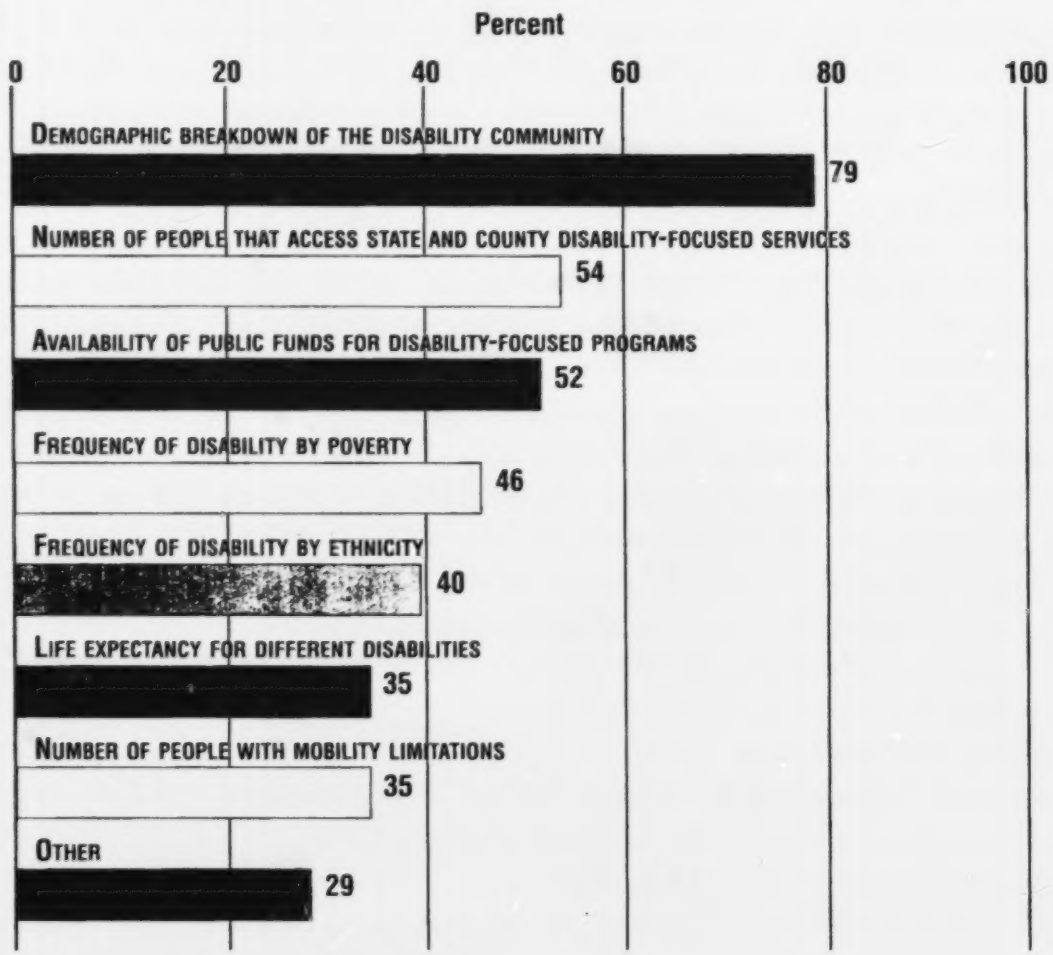
Some topics covered in the monthly Online Focus Group questions appeared to spark more responses than others. This chart prioritizes the topics of the 12 questions by their overall number of responses.

Focus Group Responses by Question

Each monthly Online Focus Group question was coupled with a series of response options. Respondents could select as many of the response options as they wished. In many cases, an open-ended "other" option was provided for respondents. The frequency for each response option is quantified.

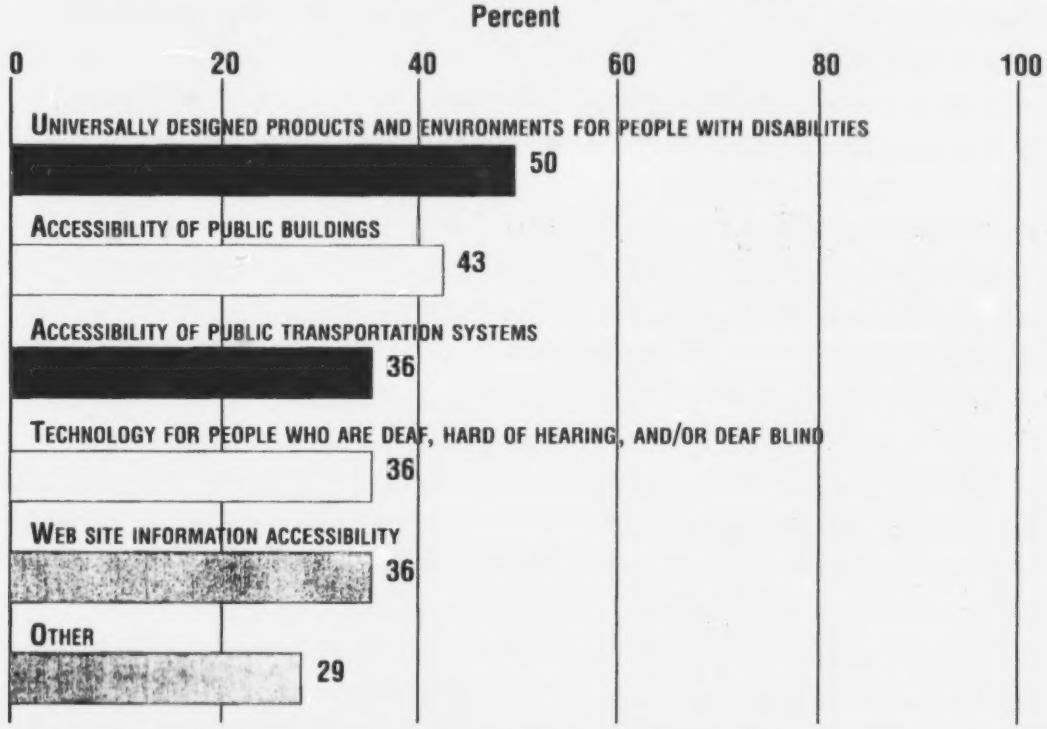
Question 1 (July 2001)

Which of these represent **statistical** areas in which you would like to have more information? (Check all that apply)



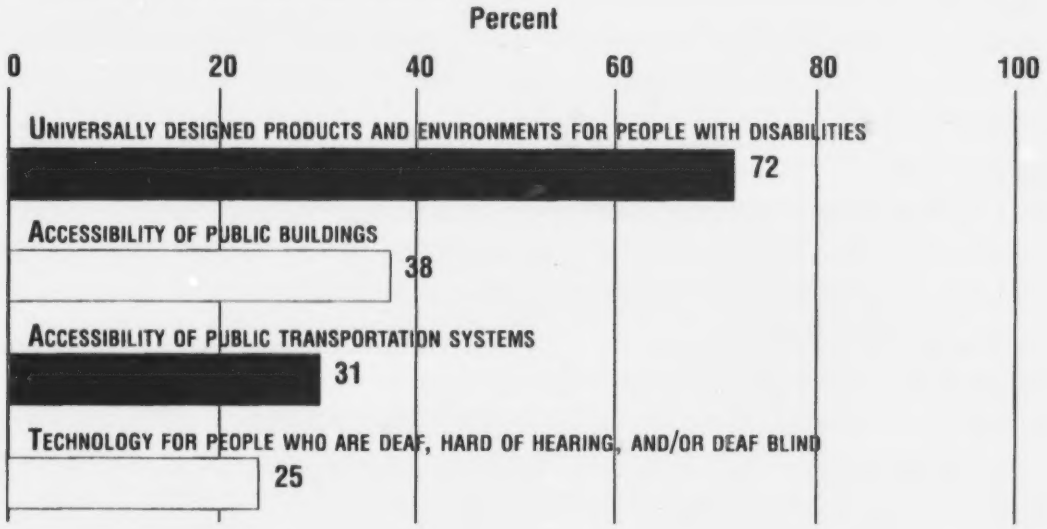
Question 2 (August 2001)

Which of these represent issues of **accessibility** about which you would like to have more information? (Check all that apply)



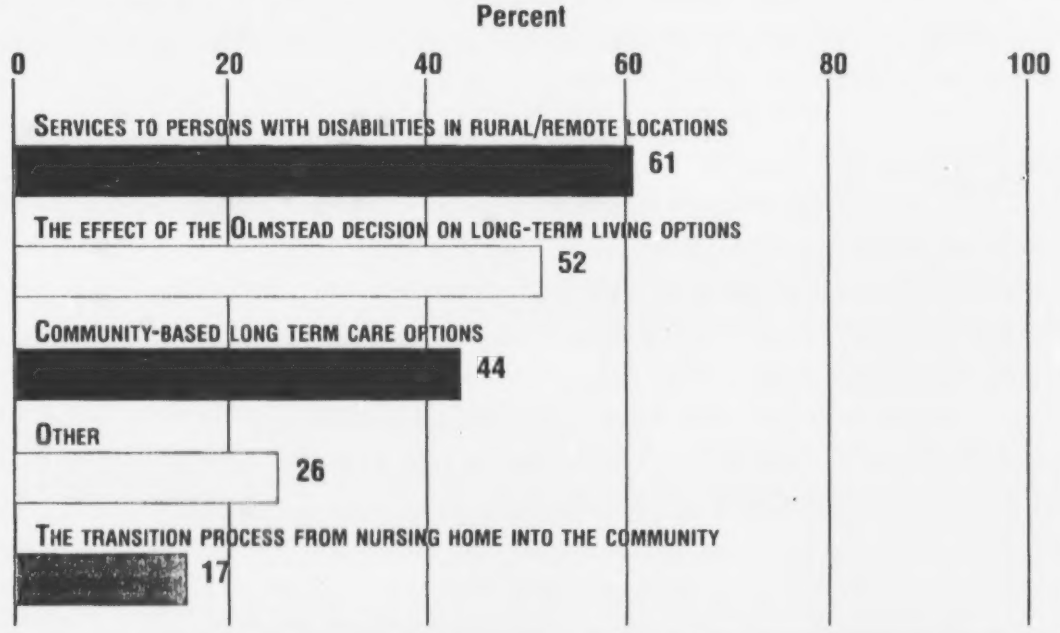
Question 3 (September 2001)

Which of these represent issues concerning the **Americans with Disabilities Act (ADA)** about which you would like to have more information? (Check all that apply)



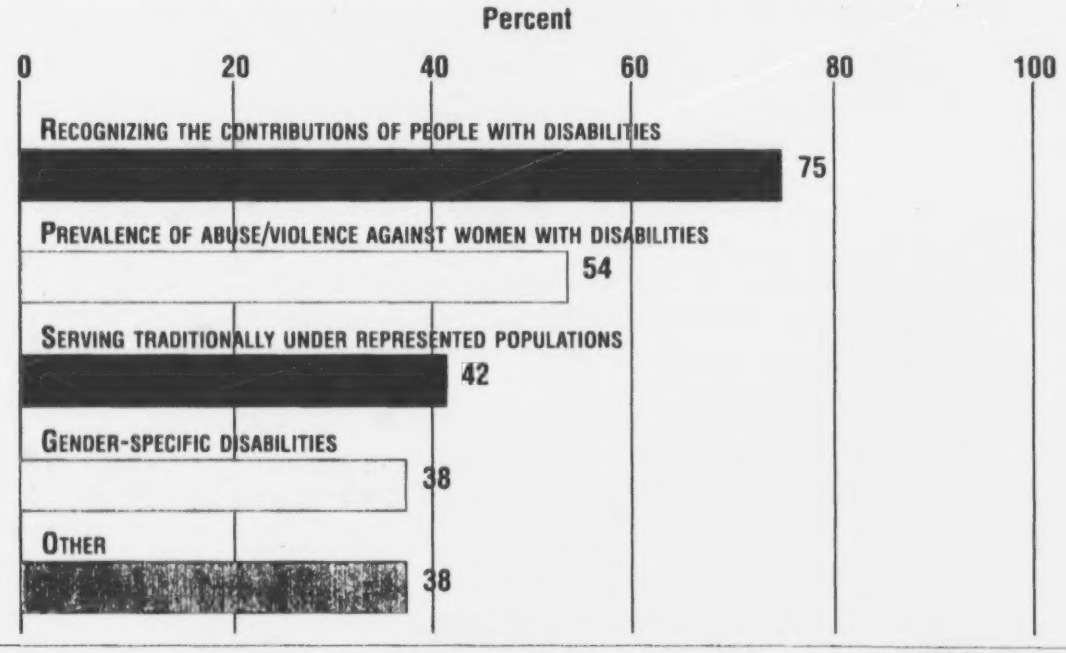
Question 4 (October 2001)

Which of these represent issues concerning **community-based living and services** about which you would like to have more information? (Check all that apply)



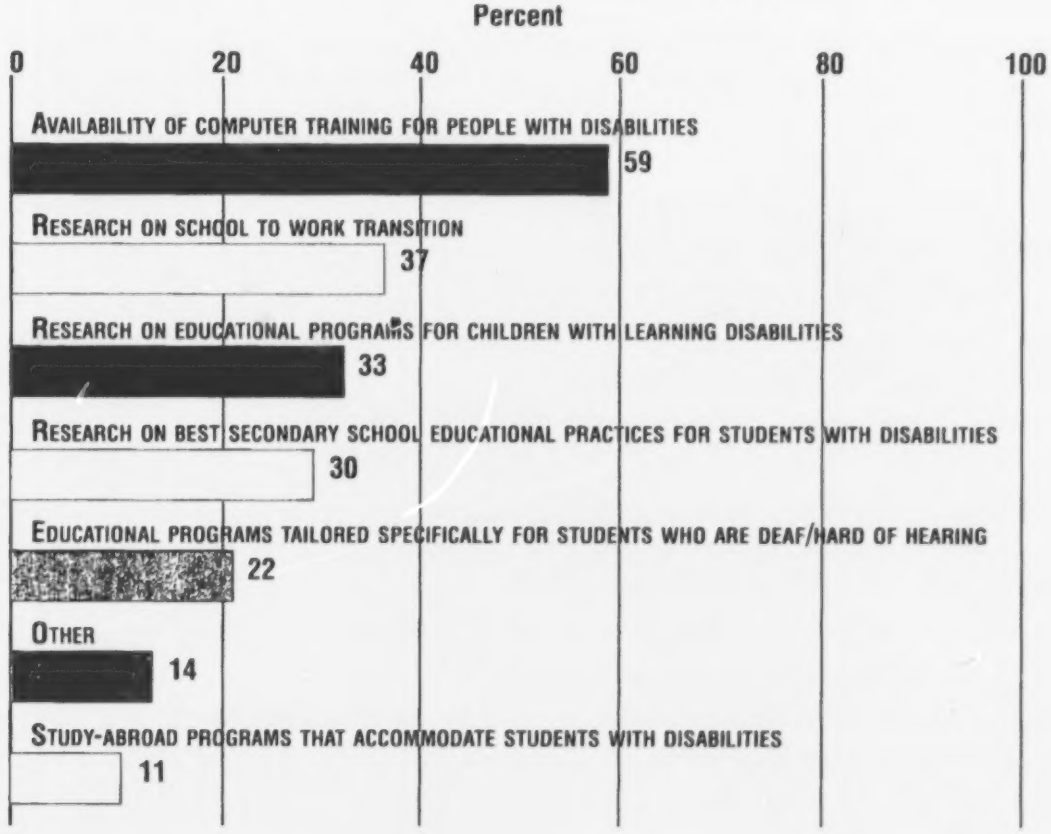
Question 5 (November 2001)

Which of these represent issues concerning **diversity** about which you would like to have more information? (Check all that apply)



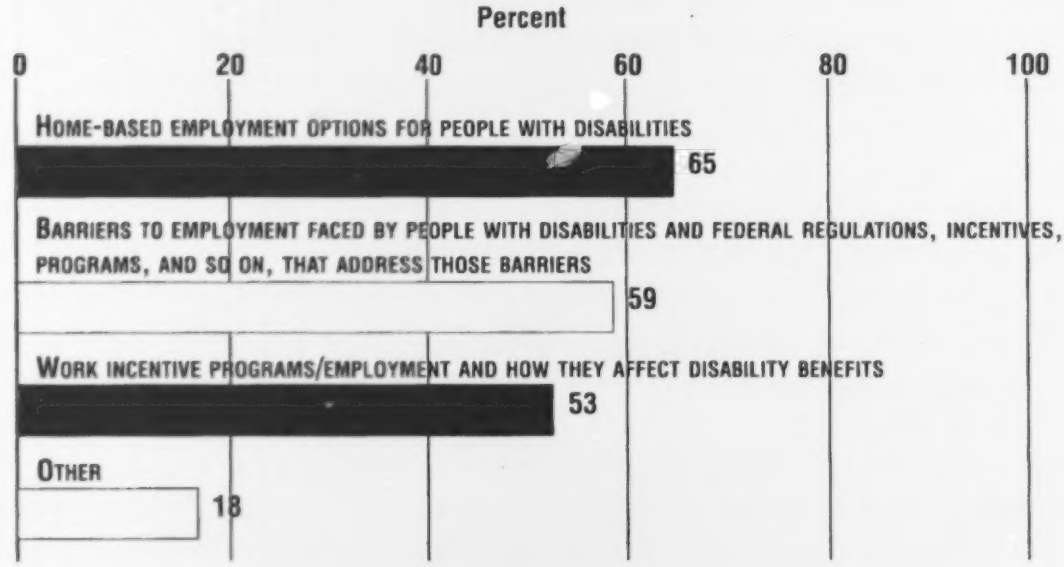
Question 6 (December 2001)

Which of these represent **education-related** areas about which you would like to have more information? (Check all that apply)



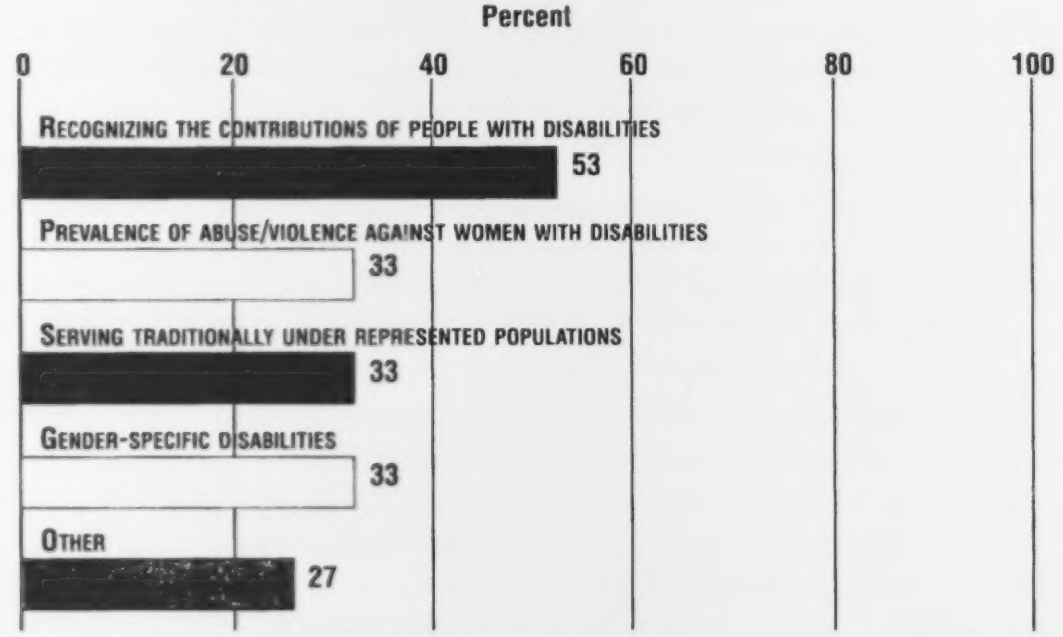
Question 7 (January 2002)

Which of these represent **employment/business** areas about which you would like to have more information? (Check all that apply)



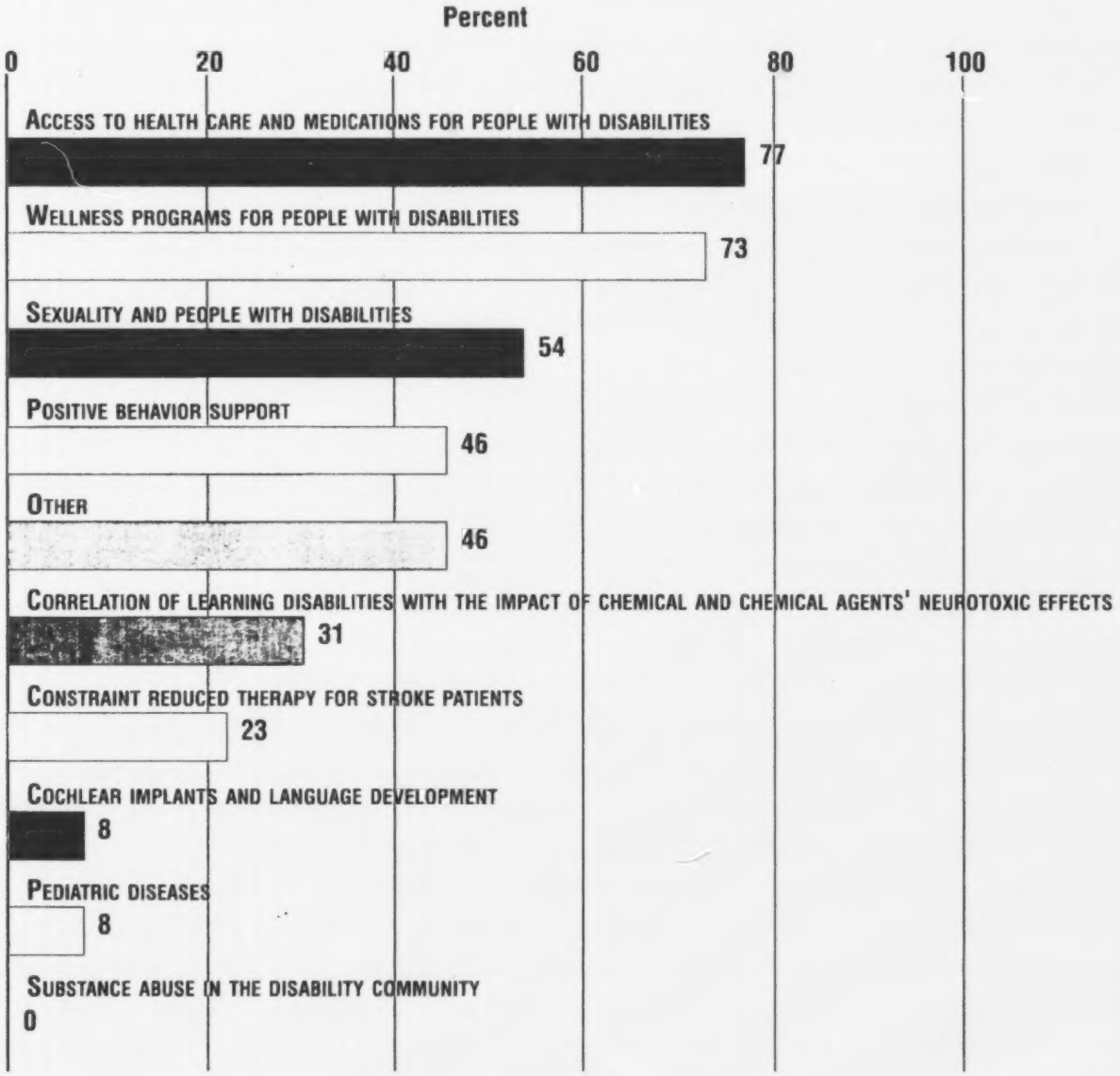
Question 8 (February 2002)

Which of these represent issues concerning **financial support and resources** about which you would like to have more information? (Check all that apply)



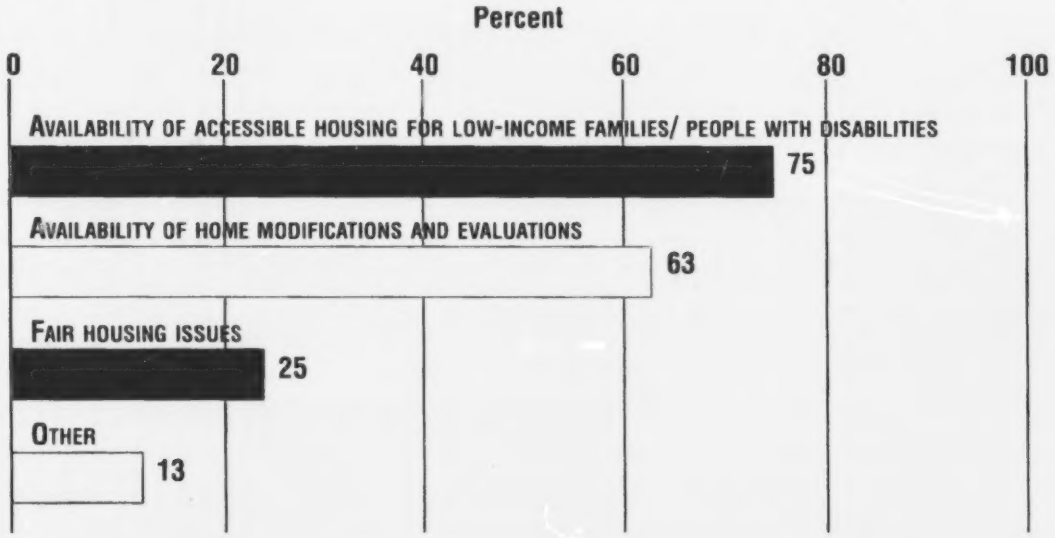
Question 9 (March 2002)

Which of these represent **health and medical** issues about which you would like to have more information? (Check all that apply)



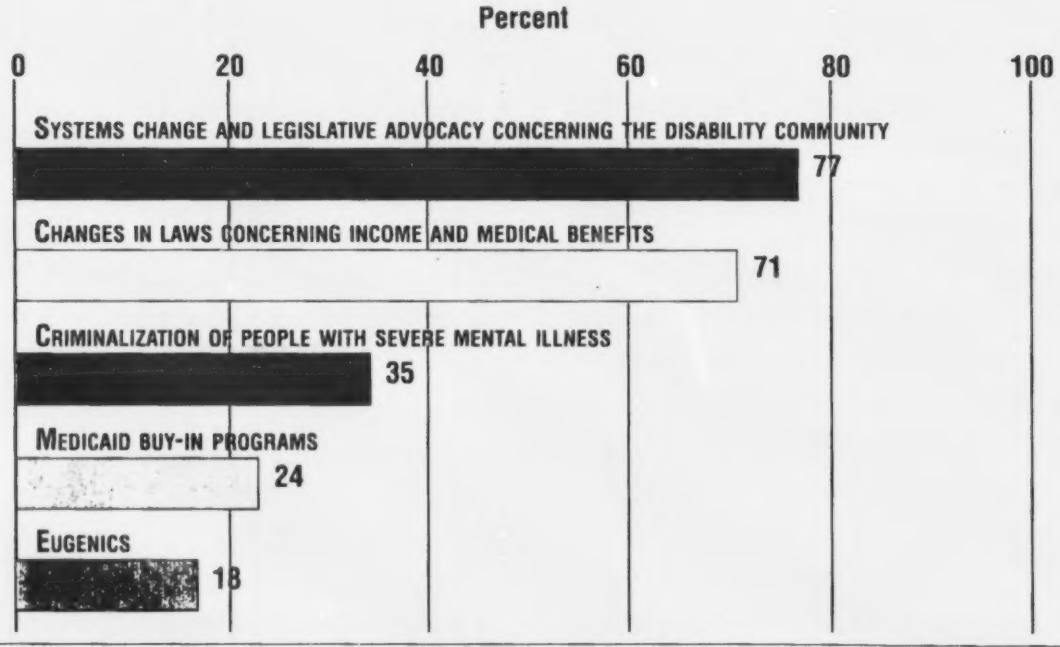
Question 10 (April 2002)

Which of these represent **housing** issues about which you would like to have more information? (Check all that apply)



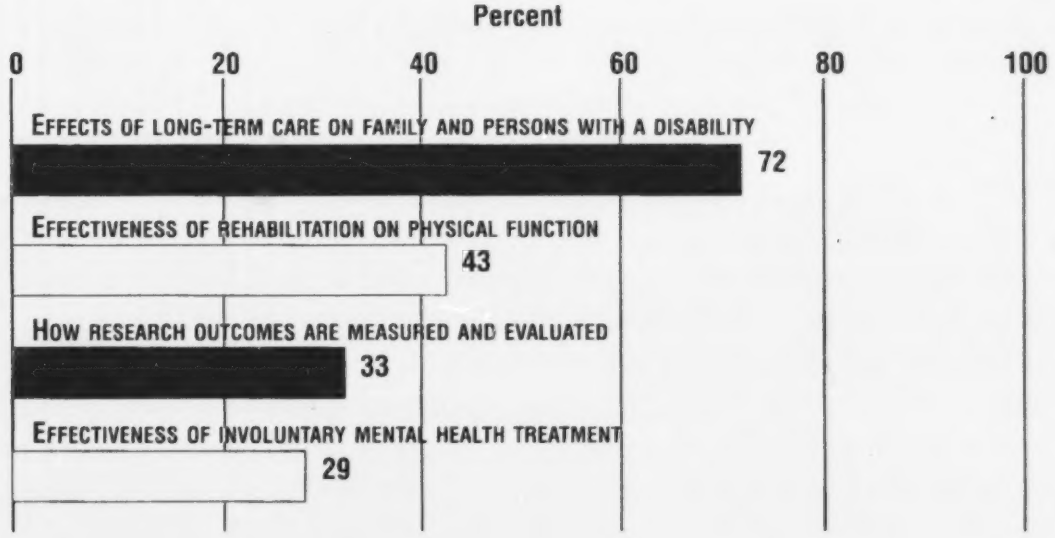
Question 11 (May 2002)

Which of these represent **legal and policy** issues about which you would like to have more information? (Check all that apply)



Question 12 (June 2002)

Which of these represent issues concerning outcomes of services and/or treatments about which you would like to have more information? (Check all that apply)



Conclusions

The Online Focus Group format worked well for the purposes of the NCDDR in obtaining additional information about structured items previously submitted in response to NCDDR paper-based survey activities. While the overall number of responses obtained were not large, it is worth noting that the NCDDR staff only advertised the availability of monthly Online Focus Group questions via its Web-based monthly Email Alert announcements.

It was not clear how many respondents arrived at the focus group questions via a link provided in the Alert as opposed to noticing the Online Focus Group link on the homepage of the NCDDR. At any rate, the mechanism obtained information from a significant number of respondents that identified themselves as people with disabilities and/or family members of a person with a disability. In that regard, this mechanism of obtaining targeted, clarifying information may be a worthy addition to many NIDRR grantees' Web sites.

Results of the Online Focus Group questions could serve as useful information to NIDRR as it determines new funding priorities. The results are also helpful to grantees that have research-based information in areas of interest to people with disabilities and their families.

2

Disability-Related Survey Highlights

Disability-Related Survey Highlights

A variety of surveys were conducted during 2001 and 2002 that suggest potential implications for Americans with disabilities and their families. While the findings reported here are in no way comprehensive, they do highlight some areas that are of relevance in planning or implementing dissemination and utilization activities.

THE SHORTAGE OF SPECIAL EDUCATION FACULTY (10/17/01)

The shortage of qualified special education teachers now equals that for math and science teachers, and undermines schools' abilities to improve academic outcomes for special education students. This report from the Higher Education Consortium for Special Education offers an assessment and recommendations.

[SOURCE: Higher Education Consortium for Special Education]

http://hecse.uky.edu/articles/shortage.html

PREVALENCE OF ATTENTION DEFICIT-HYPERACTIVITY DISORDER (2/4/02)

The National Institute of Environmental Health Sciences reports that the public health impact of Attention Deficit-Hyperactivity Disorder (ADHD) may be greatly underestimated by school and public health officials, and treatment may vary by race. In a recent survey, Johnston County, N.C. parents reported that more than 15 percent of boys in grades one through five had been diagnosed with ADHD. While the percentage of children diagnosed was similar for African-American and white children, eight percent of white children in the sample received medication as treatment, compared to five percent of African-American children. Only two percent of Hispanic children received medication to treat the disorder.

[SOURCE: National Institutes of Health]

http://www.nih.gov/news/pr/feb2002/niehs-04.htm

SLOW LEARNER, GIFTED CLASSES DRAW CRITICS (4/15/02)

Open the door to special-education classes for the mentally disabled in almost any Florida school and you see many black faces. Look in another room -- where the gifted class meets -- and the students are mostly white. The exceptional-education program that is supposed to find colorblind placements for students with disabilities ranging from speech impairment to mental retardation is out of whack.

[SOURCE: Orlando Sentinel; AUTHOR: Dave Weber]

http://orlandosentinel.com/news/education/orl-asecread15041502apr15.story?coll=orl%2Dnews%2Deducation%2Dheadlines

CONSUMERS TRUST IN ONLINE CONTENT 'ALARMINGLY LOW' (4/16/02)

Consumer Web Watch, a new project of the Consumers Union, has issued a report on online consumer attitudes. According to the study, only 29 percent of those surveyed said they trust Web sites that sell goods and services. An interesting finding of the report is that more people are shopping on the Web, but most do not hold a high opinion of how the process works. "As those two trends progress, we've seen from our research that trust in e-commerce sites and sites that provide advice for consumers about what to buy is alarmingly low," said Beau Brendler, director Consumer Web Watch. The survey respondents have high standards, with 80 percent saying that it is "very important" that they are able to trust information on a site, and the same proportion believe the site must be easy to use. Hoping to improve Web credibility, Consumer Web Watch has set five guidelines based on the findings of the current report. The guidelines suggest clear disclosure of transaction costs, fees and privacy policies are beneficial. Additionally, sites should distinguish between ads, news and information, clearly identify paid and non-paid search results, and disclose all business relationships.

[SOURCE: Consumer Web Watch]

http://www.consumerwebwatch.org/news/1_abstract.htm

STUDY: WEB SITES DESIGNED FOR KIDS OFTEN CONFUSING FOR STUDENTS (4/23/02)

Children don't have the patience to navigate the complex designs of many of the Web sites targeted to their age group, according to, "Usability of Web Sites for Children: 70 Design Guidelines." Although the study participants were very young, the researchers found children had greatest success surfing the Web sites intended for adults. However, children frequently clicked on advertisements, usually because they couldn't distinguish between advertising and the site,s content. This finding reinforces the need for parents and educators to explain Internet advertising to children and how they can recognize ads. Researchers also found that children who browse poorly designed Web sites are just as likely as adults to get frustrated and give up, dispelling the popular notion that kids quickly master anything on a computer.

[SOURCE: eSchoolNews online]

http://www.eschoolnews.org/news/showStory.cfm?ArticleID=3664

AMERICANS OPPOSE CUTS TO EDUCATION SPENDING: WILL TURN AGAINST POLITICIANS WHO TRIM SCHOOL AID SAYS NEW NATIONAL POLL (4/24/02)

Even amid the worst economy in a decade and widespread concerns about terrorism and war, improving public schools remains at the top of the "to do" list for most Americans, according to a new national public opinion poll conducted by Public Education Network and Education Week. The poll indicates the public is deeply concerned about funding for education and will vote against elected officials who cut support for public schools, putting pressure on nearly 40 states now

struggling with significant budget shortfalls that threaten to reduce state funding for schools by $10 billion nationwide. Americans oppose cuts to education funding--even if it means painful cutbacks in healthcare, Social Security, law enforcement, and roads and transportation says the report, "Accountability for All: What Voters Want From Education Candidates." When asked to name one or two priorities that government should shield from spending cuts, 53 percent of Americans cite education and schools.
[SOURCE: Public Education Network]
http://www.publiceducation.org/news/042402.htm

BLIND AND PRINT-DISABLED STUDENTS WILL HAVE EQUAL ACCESS: INSTRUCTIONAL MATERIALS ACCESSIBILITY ACT INTRODUCED IN CONGRESS; AMERICAN FOUNDATION FOR THE BLIND (4/24/02)

The Instructional Materials Accessibility Act of 2002 (IMAA), legislation that will dramatically improve access to textbooks for students who are blind or who have other print disabilities in K-12 schools, was introduced April 24, 2002 in Congress. The purpose of this bipartisan legislation is to ensure that instructional materials for blind or other people with print disabilities are received in an accessible medium at the same time as their non-disabled counterparts. The IMAA mandates the adoption of a standardized, national electronic file format. Publishers of instructional materials will be required to submit an electronic file of all textbooks in this universal file format. These files will enable the instructional materials to be more easily converted into accessible formats according to an industry standard.
[SOURCE: American Foundation for the Blind]
http://www.afb.org/info_document_view.asp?DocumentID=1705

SCHOOL BOARD MEMBER SURVEY: VIOLENCE LEAST OF SCHOOL WOES (5/14/02)

School shootings may loom large in the public's mind, but school board members have bigger problems -- only one in nine says school violence is a "major concern." A new survey by the National School Boards Association shows its members consider student achievement, special education, teacher shortages and balancing the budget more pressing issues. The vast majority -- about 77 percent -- say school violence is only a "moderate" or "mild" concern.
[SOURCE: The Associated Press]
http://www.cnn.com/2002/fyi/teachers.ednews/05/14/schools.violence.ap/index.html

BIG-CITY BROADBAND GROWING AT HIGH SPEED (5/20/02)

According to a new study by Nielsen/NetRatings, 60 percent of the 20 largest U.S. cities show more than 50 percent growth in home broadband subscriptions. Approximately 25.2 million home users surfed the Internet via broadband connections, a 58 percent rise from last April's figures. While

impressive gains were seen in the nation's high-population cities (New York, Los Angeles, Boston and Philadelphia jumped by more than 40 percent), broadband growth was at record levels. Hartford, Connecticut recorded growth of almost 200%, and Baltimore, Maryland, Washington, D.C. and Orlando, Florida all saw broadband subscriptions increase by at least 150 percent over the year ending April 30, 2002. Detroit, Michigan was the only top 20 city showing single-digit broadband growth.
[SOURCE: Tech News.Com, Newsbytes New York; AUTHOR: Dick Kelsey]
http://www.newsbytes.com/news/02/176676.html

AMERICANS NEED TO BE MORE SKEPTICAL ABOUT HEALTH INFO ONLINE, STUDY SAYS (5/23/02)

In a study released by the Pew Internet & American Life project, it was found that just a quarter of Americans who research health information online check the source and timeliness of the information. Half of the group studied rarely or never followed recommended procedures to check information quality. Seventy-three million Americans have gone online for health information. Among those surveyed, 17% used online health information to diagnose or treat a medical condition without a doctor. Lee Rainie, director of the Pew project did point out that, "A lot of people are going back to their doctors when they have questions or are checking with other authoritative sources. There's no evidence people are doing completely wacky self-diagnoses." The study was conducted primarily through telephone interviews with 500 individuals who commonly seek health information online.
[SOURCE: Wall Street Journal; AUTHOR: Associated Press]
http://online.wsj.com/article/0,,SB1022097055982379720,00.html?mod=technology_main_whats_news

STATUS OF TECHNOLOGY AND DIGITIZATION IN THE NATION'S MUSEUMS AND LIBRARIES 2002 REPORT (5/23/02)

An Institute of Museum and Library Services report, surveying more than 700 libraries and museums, quantifies, for the first time, the prevalence of computers, software and information sharing technologies in the day-to-day work of museums and libraries.
[SOURCE: Institute of Museum and Library Services (IMLS)]
http://www.imls.gov/Reports/TechReports/intro02.htm

POOR PUPILS DO BETTER IN CLASSES WITH AFFLUENT KIDS (5/24/02)

Integrating low-income Denver schoolchildren with affluent suburban children would boost the poor kids' performance without harming the affluent kids, an education foundation says. In a study commissioned by the Piton Foundation, Denver Public Schools researcher Dianne Lefly found that scores are weak in schools with large concentrations of children from low-income families. But when placed in schools where most of their classmates come from higher-income families, poor children

do better. Ideally, all children would be in schools where no more than half the children are low-income. Denver can't do that because it doesn't have enough affluent kids to go around: Two-thirds of Denver Public Schools students qualify for subsidized lunches.
[SOURCE: The Denver Post; AUTHOR: Eric Hubler]
http://www.denverpost.com/Stories/0,1413,36%257E53%257E632171,00.html?search=filter

CONSUMER BROADBAND PRICES KEEP RISING (5/29/02)

California-based market research firm ARS reports that the average monthly price for broadband Internet service increased 4 percent during the first quarter of 2002. ARS said that 91 percent of broadband companies in business since 2001 have raised their rates. The firm added that consolidation of service providers is leading to fewer choices and higher prices for consumers. ARS analyst Mark Kersey said in a statement, "We expect that this trend of increasing prices will hamper the widespread adoption of broadband services and that the vast majority of users will continue to access the Internet via dial-up connections for the foreseeable future." Kersey added that prices would probably not rise much more this year since high-speed Internet service providers have already pushed prices to the limit.
[SOURCE: CNET; AUTHOR: Sam Ames]
http://news.com.com/2100-1033-928200.html?tag=cd_mh

DIGITAL DIVIDE PERSISTS (5/30/02)

A report sponsored by several consumer groups stated that nearly two-thirds of Americans now have access to the Internet, but that less affluent households risk missing out on the digital economy as they are less likely to have online access. According to the report, 45 percent of Americans still do not have Internet access and a second-tier divide is emerging as richer Americans access high-speed Internet. The consumer groups argue that the administration is misinterpreting a recent study (released by the Commerce Department in February) by looking at Internet access in work and schools, rather than in homes. "Rather than misdefine the problem of the digital divide, the Bush administration would like to misinterpret it out of existence," said Chris Murray of the Consumers Union.
[SOURCE: CNET News.Com; AUTHOR: Reuters]
http://news.com.com/2100-1023-928431.html?tag=cd_mh

SEE ALSO: Report: "Digital Divide" Still An Issue
[SOURCE: Washington Post; AUTHOR: D. Ian Hopper, AP Technology Writer]
http://www.washingtonpost.com/wp-dyn/articles/A31922-2002May30.html

SCHOOLS TO SPEND BILLIONS ON TECHNOLOGY (5/30/02)

Public schools in the United States will spend $9.5 billion on information technology by 2006, up almost 16 percent from this year, according to a new report from market researcher IDC. The study found that computer hardware would account for just over a quarter of district technology budgets. And increasingly, school systems are turning from desktops to notebooks in this category. Analyst Stephen Webber explained that notebook computers and other portable devices are popular because they allow districts to try and give each child his or her own device. "Schools don't want to have specific technology rooms, they'd rather the technology stays with the student or goes with the student," said Weber.

[SOURCE: ZDNet News; AUTHOR: Margaret Kane]

http://zdnet.com.com/2100-1103-928719.html

STUDY FINDS SOME SETBACKS FOR BROADBAND (6/3/02)

According to a study to be published tomorrow, economic downturn, the dot-com bubble burst and the effects of terrorist attacks have all contributed to a sharp slowing in the adoption of broadband services. Conducted by PricewaterhouseCoopers, the study estimates that broadband access will remain limited until 2006, far later than analysts had anticipated. "Everyone, including us, was off the mark," said Kevin K. Carton, head of the global entertainment and media practice at PricewaterhouseCoopers. "It is as though life skipped a beat for at least one year," Carton said about the combined impact on broadband. The new study pegs 2006 as the year when enough broadband backbone will exist to handle the customized content anticipated to be the main revenue generator for broadband services.

[SOURCE: The New York Times; AUTHOR: Suzanne Kapner]

http://www.nytimes.com/2002/06/03/technology/03BROA.html

STUDENTS HELP SCHOOLS WITH COMPUTERS (6/5/02)

A recent study of 90 of the nation's largest school districts by the National School Boards Foundation (NSBF) revealed that many districts rely on the technical expertise of students to keep computers running. The study also showed that teachers are not receiving adequate training to use technology in the classroom. Robin Thurman, director of the NSBF said, "With increasing pressure to improve student achievement and bridge the digital divide, school leaders need to better integrate technology into the curriculum as a major learning tool." Fifty-four percent of the schools surveyed said that students provide technical support and 43 percent said students troubleshoot hardware and software problems.

[SOURCE: San Jose Mercury News; AUTHOR: Laurie Kellman]

http://www.siliconvalley.com/mld/siliconvalley/news/3402608.htm

WHY DOCTORS DON'T E-MAIL (6/6/02)

While more and more doctors are using e-mail to communicate with their patients many continue to be reluctant to use e-mail as a primary communication tool. They are concerned about being overwhelmed by patient email, confidentiality issues, and malpractice liability. According to a survey by Harris Interactive only 15 percent of doctors use e-mail to communicate with patients. While concerns remain around what kinds of information should be transmitted in e-mail, several medical groups, including the Permanente Medical Group have developed e-mail guidelines and encourage physicians to communicate with patients via email. Doctors must tell patients who else has read the message, archive the messages, and include only non-sensitive information in the emails. Dr. Robert Pearl, executive director and chief executive of the Permanente Medical Group said, "My sense is that 90 percent of our physicians will embrace this technology." Ninety percent of the patients polled in the Harris survey would like to communicate with their doctors via email and more than a third suggested they would pay a fee.
[SOURCE: The New York Times; AUTHOR: Katie Hafner]
http://www.nytimes.com/2002/06/06/technology/circuits/06DOCS.html

HEALTH CARE GOES DIGITAL (6/10/02)

After years of putting off large-scale technology upgrades in the health-care industry, new federal rules, post-Sept. 11 government agenda items and mounting evidence that new information technology solutions can help save lives are pushing the industry to upgrade their systems. David Lawrence, chairman emeritus of U.S. Kaiser Permanente of Oakland, California says, "The recognition is finally here that you can't practice medicine in the 21st century without information-technology support." Success stories are proving the effectiveness of technology including computerized order-entry systems for writing and processing prescriptions, patient Web sites that facilitate communication between physicians and patients and mobile devices that keep doctors up-to-date on patient care information. The government wants to build a national information network that will establish a single information standard and facilitate an easy exchange of information between federal, state, and local agencies. Additionally, there is a push to fix medical mistakes and botched clinical trials that result in 44,000 to 98,000 people dying annually.
[SOURCE: The Wall Street Journal; AUTHOR: Laura Landro]
http://online.wsj.com/article/0,,SB1023376115330361080,00.html?mod=technology%5Ffeatured%5Fstories%5Fhs

MASSACHUSETTS, WASHINGTON TOP HIGH TECH SURVEY (6/10/02)

In a recent survey The Progressive Policy Institute measured all 50 states on everything from the prevalence of high-tech jobs to the percentage of farmers with internet access. Topping the list of states poised for success in the "new economy" of information technology were Massachusetts, Washington, California and Colorado. Maryland, New Jersey and Connecticut were noted to have a high percentage of "knowledge jobs." Report author Robert Atkinson said, "The New Economy was

neither an epochal and dizzying transformation nor a slogan generated by some dot-com companies looking to inflate their IPO prices. Rather it was, and is, the kind of profound transformation of all industries that happens perhaps twice a century." The report stressed that the most important success factor was access to skilled workers and states were encouraged to invest in worker training.

[SOURCE: San Jose Mercury News; AUTHOR: Reuters]

http://www.siliconvalley.com/mld/siliconvalley/news/editorial/3440392.htm

WHEN IT'S YOUR OWN CHILD: PARENTAL VIEWS ABOUT SPECIAL EDUCATION (6/17/02)

The stigma once attached to children in special education is disappearing from America's public schools, according to a new Public Agenda survey. But as Congress prepares to take up legislation governing special education in the public schools, many parents say getting information about services for their children is often a struggle. And they offer mixed views on whether the right kids are getting the right services – 70 percent say too many children with special needs are losing out because their parents are unaware of what's available, while 65 percent feel some children with behavior problems, rather than learning or physical disabilities, get misdirected into special education.

[SOURCE: USA Today; AUTHOR: Karen Thomas]

http://www.usatoday.com/usatonline/20020617/4198445s.htm

SCHOOL'S TECH SUPPORT: STUDENTS (6/19/02)

A National School Boards Foundation survey, "Are We There Yet?" of technology decision-makers at 811 public school districts found that students provide technical support in 54 percent of the districts. Tom Fitzgerald, vice president of education for Gateway and a National School Boards Foundation trustee said, "The message here is that schools need help. Every school district tells me they are losing funding. Everybody prioritizes their money toward technology, and what gets cut is training and support."

From Sun Microsystems system engineer Dave Picken's point of view, the technology assistants are much like the student helpers in the office. "It used to be the (audio visual) helper and now it's the technology helper. I worked in the AV department, and for me it was a way to get out of homeroom and learn the technology."

The survey also reported that major barriers to integrating technology into the classroom were poor teacher preparation and a lack of funding. Seventy-one percent of districts credit the E-rate as the most influential initiative to bring technology into the schools.

[SOURCE: Wired; AUTHOR: Katie Dean]

http://www.wired.com/news/school/0,1383,53278,00.html

LEARNING DISABLED EXCEPTIONALLY GIFTED CHILDREN (6/22/02)

Just shy of her 10th birthday, Julia Langer can describe the human brain she recently dissected with the precision of a biology teacher. Yet she has only learned to read in the past three months. Such are the paradoxes of being simultaneously gifted and learning disabled. Researchers have dubbed these children "twice exceptional." But they could also be called twice challenged: Their precocious verbal skills and astonishing mental acuity can mask severe learning problems such as dyslexia, attention-deficit disorder and poor fine motor skills, even as their dismal academic performance conceals the full extent of their genius. Some are placed in gifted programs where their low grades are chalked up to laziness or bad attitude. Others languish in special education classes where they are literally bored to tears by drill-and-kill math exercises and "See Spot Run"-style reading primers. Then there are those whose gifts and disabilities are so evenly balanced that they are presumed to be average and left to fend for themselves in mainstream classes. Whatever the arrangement, said national expert Susan Baum, the result is often the same: low self-esteem, depression and even suicidal tendencies. Now, armed with an expanding body of research, more and more families are demanding that school systems fully meet their twice-exceptional children's needs. And at a time when President Bush has instructed the education world to "leave no child behind," school officials are slowly beginning to listen.

[SOURCE: The Washington Post; AUTHOR: Nurith C. Aizenman]

http://www.washingtonpost.com/wp-dyn/articles/A29733-2002Jun22.html

'DIGITAL DIVIDE' LESS CLEAR (6/28/02)

Several recent studies indicate that what was once a clear 'digital divide' is now becoming murky. According to researchers at the University of California at Los Angeles, the gap between those with Internet access and those without is closing when measured by the degree of education computer users have attained. A government report showed the gap between urban and rural users disappearing. A third report from the Pew Research Center indicated that the gap between whites and African Americans is narrowing. Based on analyses like these, the Bush administration has proposed elimination of two key programs from the fiscal year 2003 budget. However, groups trying to save the government programs argue that the digital divide is not disappearing, it is changing. Norris Dickard, a senior associate at the Benton Foundation, points out one new divide that is emerging between those with high-speed Internet access and those with slower dial-up access. Jeffrey Cole, head of the UCLA study, believes that access issues may be getting better, but that there is a significant divide in how people use the Internet and what their Internet skills are.

[SOURCE: The Washington Post; AUTHOR: Ariana Eunjung Cha]

http://www.washingtonpost.com/wp-dyn/articles/A63831-2002Jun28.html

NEW REPORT CONCLUDES FEDERAL PROGRAMS CRITICAL TO BRINGING A NATION ONLINE DATA SHOW MANY AMERICANS STILL ON WRONG SIDE OF TECHNOLOGY DIVIDE (7/02)

Washington, D.C. -- Today, the Leadership Conference on Civil Rights Education Fund and the Benton Foundation, with support from the Ford Foundation, released a new report that concludes that continued Federal leadership is essential to bringing a nation online, given the significant technology gaps that remain along economic, racial and geographic lines.

"Bringing a Nation Online: The Importance of Federal Leadership" examines data released earlier this year by the Department of Commerce in its report "A Nation Online: How Americans Are Expanding Their Use of the Internet" which showed substantial gains in access to computers and the Internet for all Americans. The report released today underscores that despite these gains, a significant divide remains based on income, race and ethnicity, geography and disability. As a result, many Americans have yet to witness the significant social, civic, educational and economic benefits of the information age. The Department of Commerce report shows that people with disabilities use computers and the Internet half as often as other Americans.

[SOURCE: Leslie Harris and Associates]

http://www.civilrights.org/publications/bringinganationonline/nation1.html

U.S. CHILDREN STRIDE DIGITAL DIVIDE (7/10/02)

A study conducted by the Annie E. Casey Foundation in Baltimore examined the access U.S. children have to both computers and the Internet. According to the report, 95 percent of children in the richest bracket of American society have access to a computer while only 33 percent of the poorest enjoy the same benefit. Similarly, there is a 49 percent difference between the same income groups for Internet access. The divide does not end there, however. The study also showed a marked difference in what children of different backgrounds are using computers for. Well-off children use computers for word-processing and homework, but poorer children tend to use the technology to play games.

[SOURCE: BBC News]

http://news.bbc.co.uk/hi/english/sci/tech/newsid_2117000/2117927.stm

SEE ALSO: Kids Count Snapshot

[SOURCE: Annie E Casey Foundation; AUTHORS: Tony Wilhelm, Delia Carmen, Megan Reynolds]

http://www.aecf.org/publications/data/snapshot_june2002.pdf (Adobe Acrobat PDF reader required)

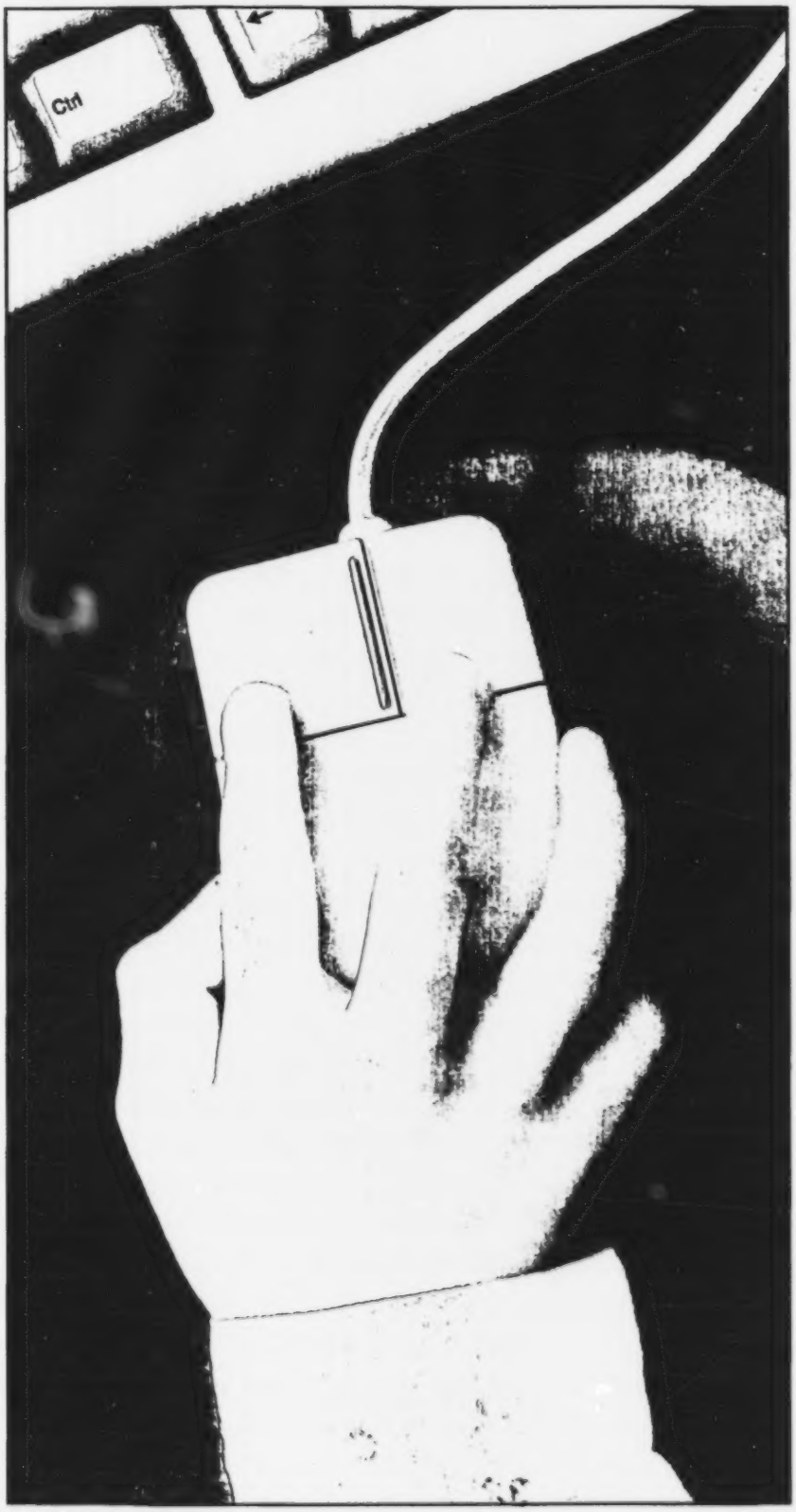
POST-SECONDARY STUDENTS TECHNOLOGY SKILLS (9/15/02)

A September 15, 2002, report released by the Pew Internet and American Life Project in Washington details the use of the Internet in college students lives. Steve Jones, author of the study, says the Internet is as commonplace as books or pizza in college students lives. Many students are not only using the Internet to conduct homework or research, but are using the Net to

communicate with professors, download music and socialize with instant messaging programs. College students, who grew up with computers, use the Internet much more than the general population. An overwhelming 86 percent of them had gone online compared with only 59 percent of the general population. The college report provides "a terrific look into the future," said Lee Rainie, the director of the Pew Internet project. "The reason we care is that these students will be taking their online habits and expectations into their lives after college, and that will likely lead to significant changes in work and leisure."

[SOURCE: Tides Center; AUTHOR: Steve Jones]

http://www.pewinternet.org/reports/pdfs/PIP_College_Report.pdf (Adobe Acrobat PDF reader required)



3

Results of NCDDR Review of NIDRR Grantee Web Sites

Results of NCDDR Review of NIDRR Grantee Web Sites

This portion of *Survey Report 2002* focuses upon the status of the World Wide Web (WWW) usage among NIDRR Grantees. The WWW plays an integral part in a growing number of grantees' strategies to reach wide-ranging audiences with information related to NIDRR grant activities and outcomes.

NCDDR staff reviewed those Web sites that were identified from the National Rehabilitation Information Center's (NARIC's) online resource, "NIDRR Program Directory" (as of August 30, 2002). Results are reported by the categories used in NIDRR's Long Range Plan. These categories include research areas of:

- Employment Outcomes Research
- Health and Function Research
- Technology for Access and Function Research
- Independent Living and Community Integration Research
- Associated Disability Research

Other categories of projects featured in this issue include:

- Knowledge Dissemination and Utilization Activities
- Capacity Building for Rehabilitation Research Training
- Americans with Disabilities Act Technical Assistance Projects
- State Technology Assistance Projects
- Rehabilitation Research and Training Centers (RRTCs)
- Rehabilitation Engineering Research Centers (RERCs)

NIDRR projects that comprise each of the above areas can be identified in the NIDRR Program Directory Database **http://www.naric.com/search/pd/**

Web site Characteristics Defined

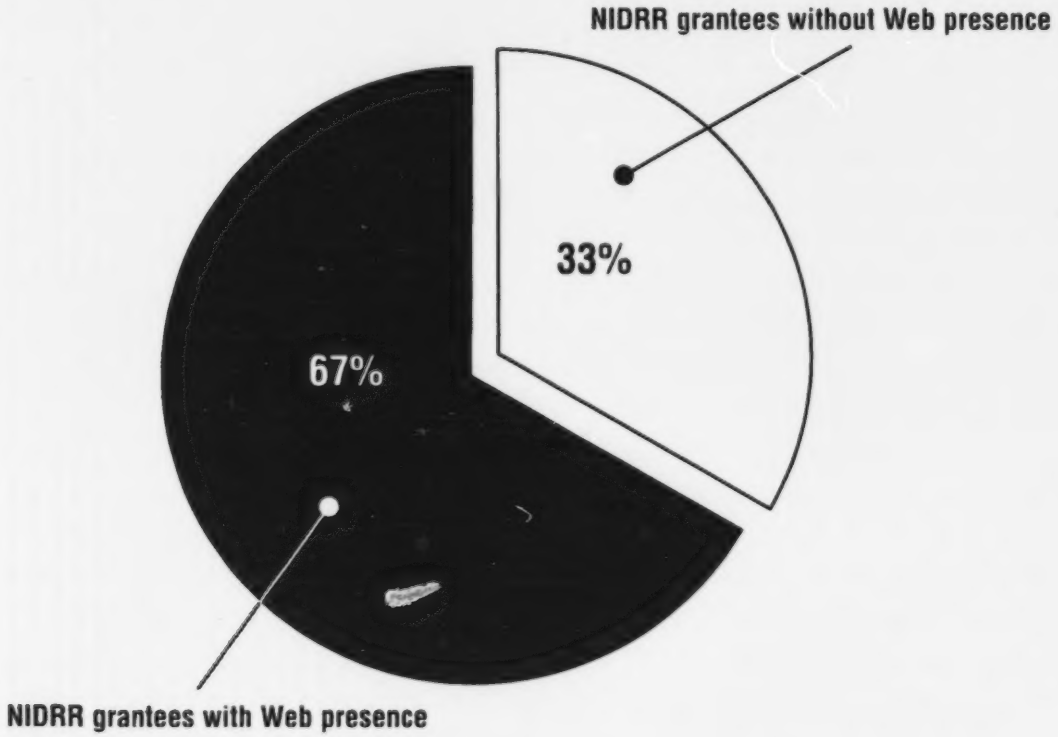
Major characteristics of grantee Web sites that were analyzed and are reported include:

- accessibility at the AAA level as defined by the World Wide Web Consortium's Web Access Initiative and analyzed using an online version of the *Bobby* software program **http://bobby.watchfire.com/bobby/html/en/index.jsp**
- presence of a real-time online chat group
- use of discussion lists, listservs, or bulletin boards where messages can be posted as an interactive Web site feature
- display of *Bobby* logo within Web site
- use of email alerts to highlight changes in Web sites or now information related to that grantee's research focus
- presence of a link or form requesting feedback from Web visitor
- frequency of Web site updates
- incorporation of one or more site components in a language other than English
- availability of links to related sites

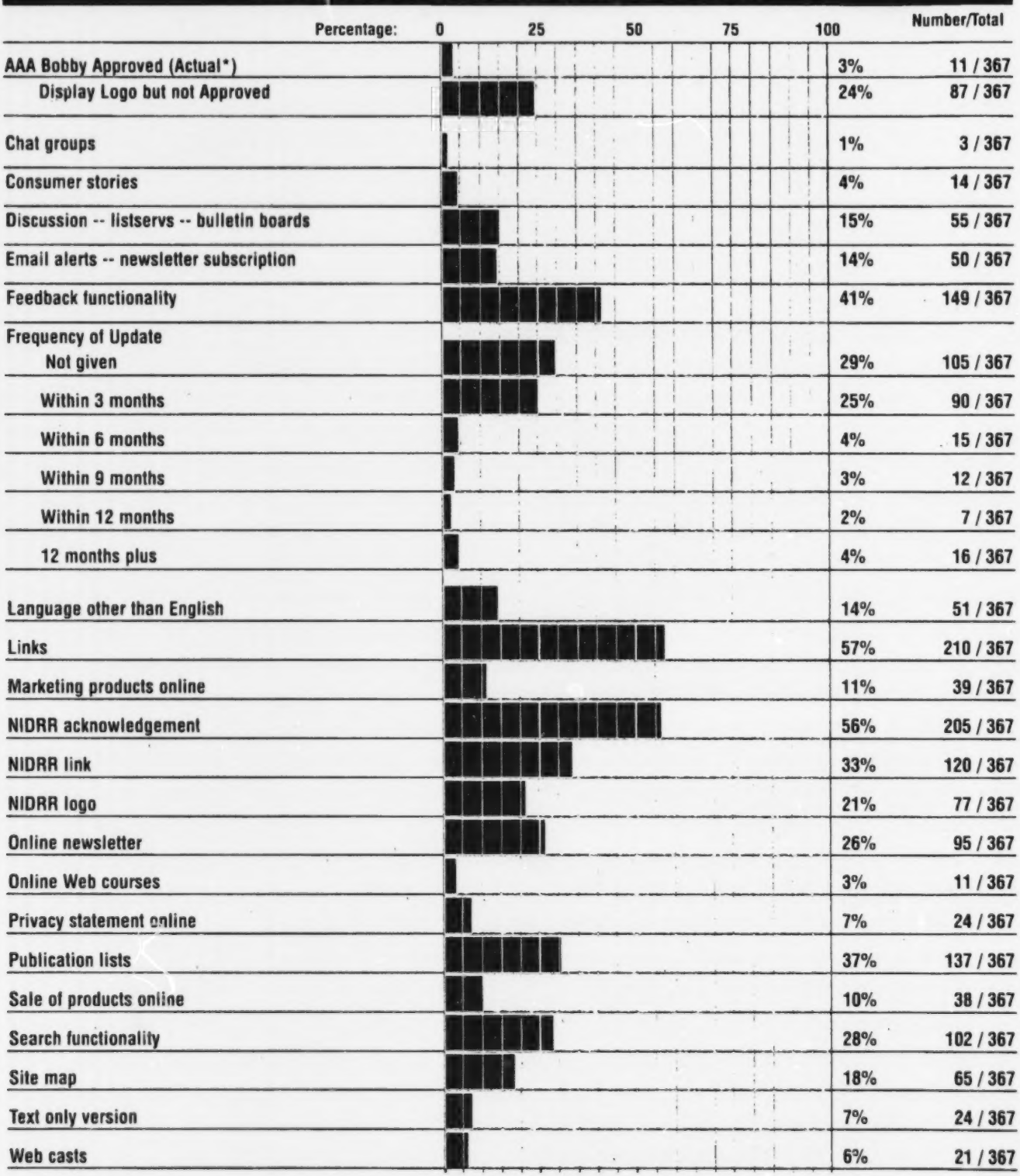
- presence of statement acknowledging NIDRR funding
- presence of a link to the NIDRR homepage
- presence of NIDRR logo
- presence of an online newsletter
- presence of Web courses
- privacy statement regarding Web user information
- presence of an online publications list of grantee's resources
- online marketing and purchasing features for grantee products
- presence of Web site search function
- availability of site map as a navigational guide
- presence of a text-only Web site version
- presence of Web casts

Profile of Overall NIDRR Grantee Use of the Internet in 2002

As of 8/21-30/02, 67% of all NIDRR grantees have a Web presence.



2002 NIDRR Grantees with Web Sites


Percentage:
0
25
50
75
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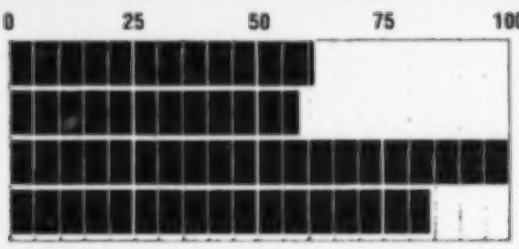
Number/Total
AAA Bobby Approved (Actual*) 3% 11 / 367
Display Logo but not Approved 24% 87 / 367
Chat groups 1% 3 / 367
Consumer stories 4% 14 / 367
Discussion -- listservs -- bulletin boards 15% 55 / 367
Email alerts -- newsletter subscription 14% 50 / 367
Feedback functionality 41% 149 / 367
Frequency of Update
Not given 29% 105 / 367
Within 3 months 25% 90 / 367
Within 6 months 4% 15 / 367
Within 9 months 3% 12 / 367
Within 12 months 2% 7 / 367
12 months plus 4% 16 / 367
Language other than English 14% 51 / 367
Links 57% 210 / 367
Marketing products online 11% 39 / 367
NIDRR acknowledgement 56% 205 / 367
NIDRR link 33% 120 / 367
NIDRR logo 21% 77 / 367
Online newsletter 26% 95 / 367
Online Web courses 3% 11 / 367
Privacy statement online 7% 24 / 367
Publication lists 37% 137 / 367
Sale of products online 10% 38 / 367
Search functionality 28% 102 / 367
Site map 18% 65 / 367
Text only version 7% 24 / 367
Web casts 6% 21 / 367

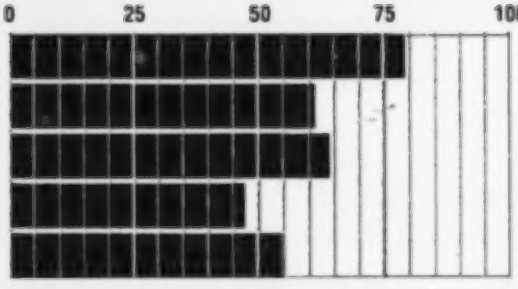
* as of 8/21-30/02

Grantees with Web Sites by Project Category or Type in 2002



		Number/Total
Research Projects	61%	142 / 231
Related Activities & Projects	58%	26 / 45
ADA Technical Assistance Projects	100%	12 / 12
State Technology Assistance Projects	84%	66 / 79

Grantees with Web Sites by Research Priority in 2002



		Number/Total
Employment Outcomes Research	79%	23 / 29
Health and Function Research	61%	56 / 92
Technology for Access and Function Research	64%	39 / 61
Independent Living and Community Integration	47%	18 / 38
Associated Disability Research Areas	55%	6 / 11

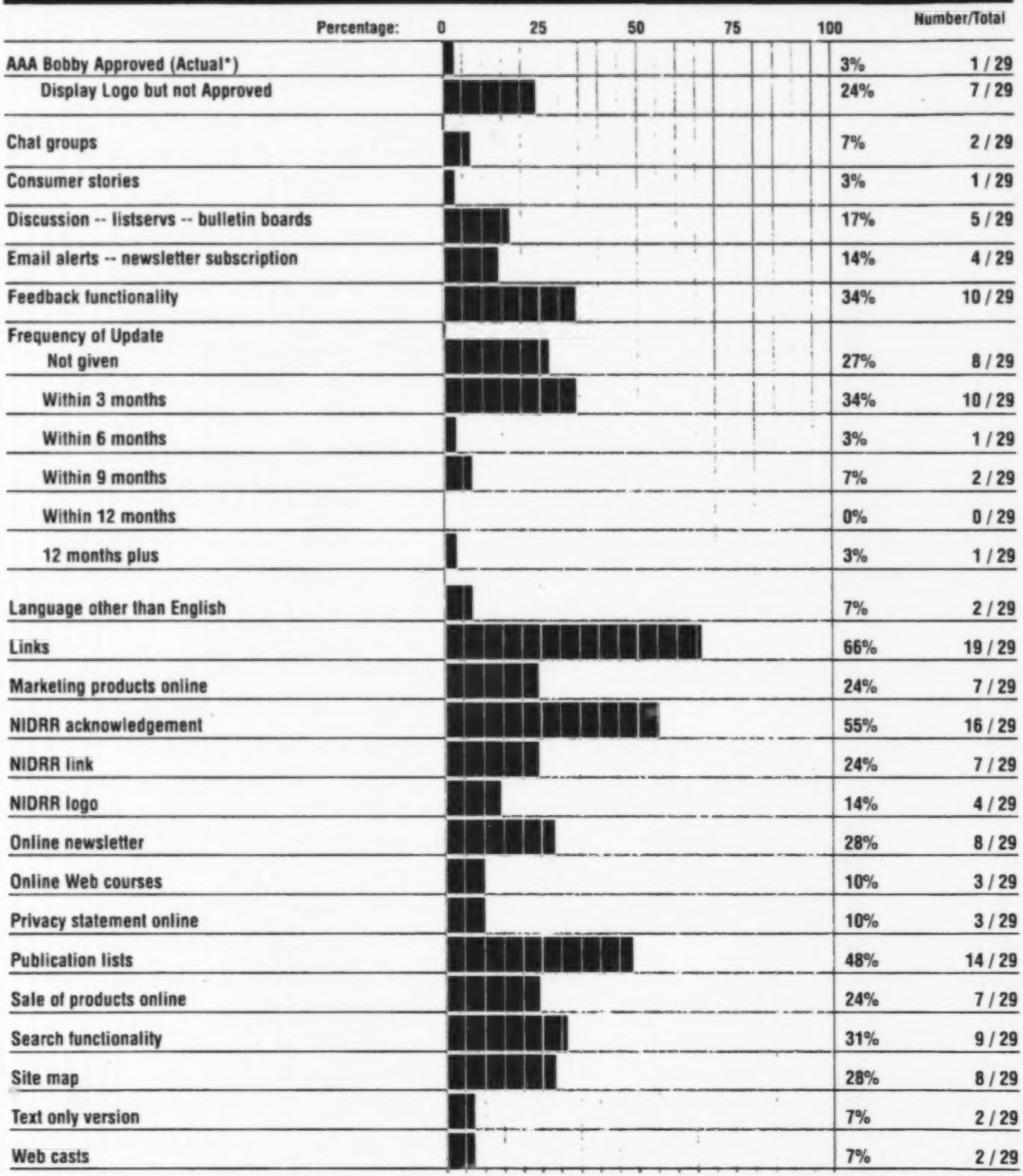
Grantees with Web Sites by Related Activity in 2002

		Number/Total
Knowledge Dissemination and Utilization	94%	17 / 18
Capacity Building for Rehabilitation Research Training	33%	9 / 27

Centers of Excellence with Web Sites in 2002

		Number/Total
RRTCs	100%	39 / 39
RERCs	100%	17 / 17

Employment Outcomes Research Projects in 2002


Percentage:
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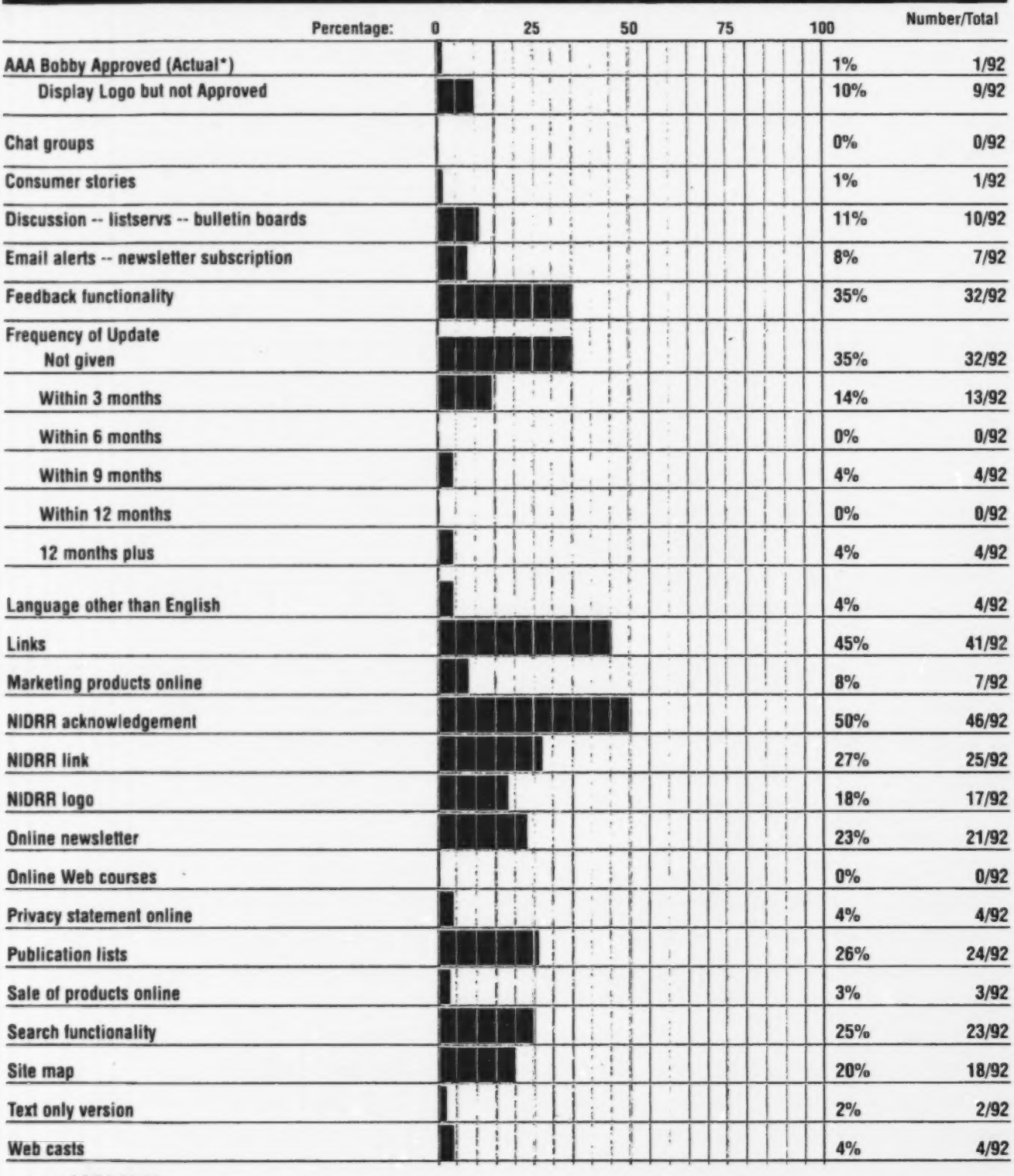
Number/Total
AAA Bobby Approved (Actual*) 3% 1 / 29
Display Logo but not Approved 24% 7 / 29
Chat groups 7% 2 / 29
Consumer stories 3% 1 / 29
Discussion -- listservs -- bulletin boards 17% 5 / 29
Email alerts -- newsletter subscription 14% 4 / 29
Feedback functionality 34% 10 / 29
Frequency of Update
Not given 27% 8 / 29
Within 3 months 34% 10 / 29
Within 6 months 3% 1 / 29
Within 9 months 7% 2 / 29
Within 12 months 0% 0 / 29
12 months plus 3% 1 / 29
Language other than English 7% 2 / 29
Links 66% 19 / 29
Marketing products online 24% 7 / 29
NIDRR acknowledgement 55% 16 / 29
NIDRR link 24% 7 / 29
NIDRR logo 14% 4 / 29
Online newsletter 28% 8 / 29
Online Web courses 10% 3 / 29
Privacy statement online 10% 3 / 29
Publication lists 48% 14 / 29
Sale of products online 24% 7 / 29
Search functionality 31% 9 / 29
Site map 28% 8 / 29
Text only version 7% 2 / 29
Web casts 7% 2 / 29

* as of 8/21-30/02

Health and Function Research Projects in 2002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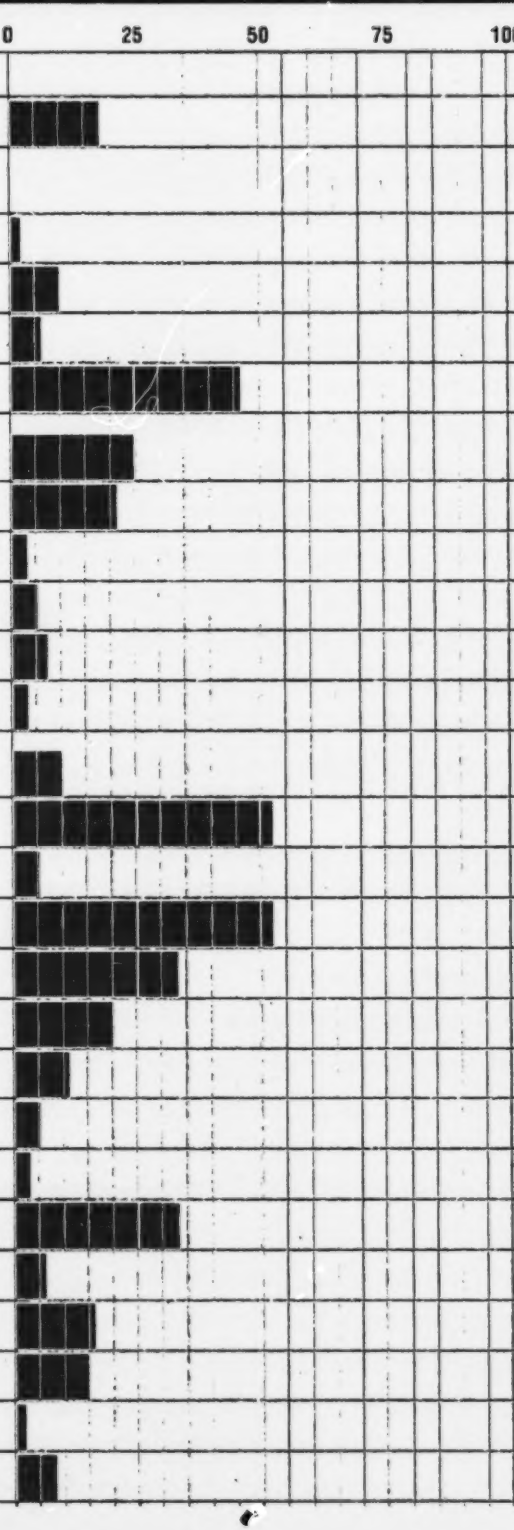
Number/Total
AAA Bobby Approved (Actual*) 1% 1/92
Display Logo but not Approved 10% 9/92
Chat groups 0% 0/92
Consumer stories 1% 1/92
Discussion -- listservs -- bulletin boards 11% 10/92
Email alerts -- newsletter subscription 8% 7/92
Feedback functionality 35% 32/92
Frequency of Update
Not given 35% 32/92
Within 3 months 14% 13/92
Within 6 months 0% 0/92
Within 9 months 4% 4/92
Within 12 months 0% 0/92
12 months plus 4% 4/92
Language other than English 4% 4/92
Links 45% 41/92
Marketing products online 8% 7/92
NIDRR acknowledgement 50% 46/92
NIDRR link 27% 25/92
NIDRR logo 18% 17/92
Online newsletter 23% 21/92
Online Web courses 0% 0/92
Privacy statement online 4% 4/92
Publication lists 26% 24/92
Sale of products online 3% 3/92
Search functionality 25% 23/92
Site map 20% 18/92
Text only version 2% 2/92
Web casts 4% 4/92

* as of 8/21-30/02

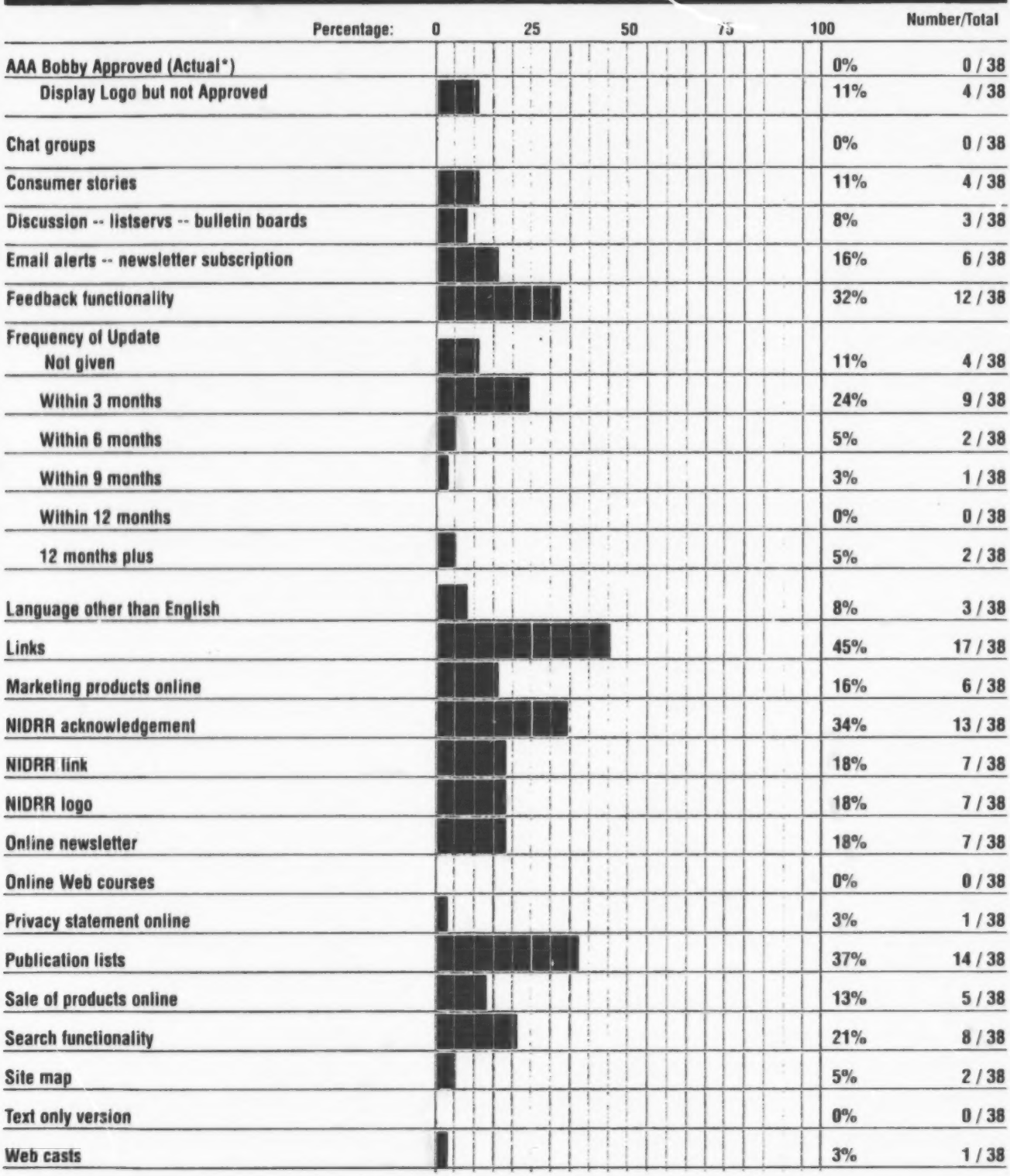
Technology for Access and Function Research Projects in 2002



		Number/Total
AAA Bobby Approved (Actual*)	0%	0 / 61
Display Logo but not Approved	18%	11 / 61
Chat groups	0%	0 / 61
Consumer stories	2%	1 / 61
Discussion -- listservs -- bulletin boards	10%	6 / 61
Email alerts -- newsletter subscription	6%	4 / 61
Feedback functionality	46%	28 / 61
Frequency of Update		
Not given	25%	15 / 61
Within 3 months	21%	13 / 61
Within 6 months	3%	2 / 61
Within 9 months	5%	3 / 61
Within 12 months	7%	4 / 61
12 months plus	3%	2 / 61
Language other than English	10%	6 / 61
Links	52%	32 / 61
Marketing products online	5%	3 / 61
NIDRR acknowledgement	52%	32 / 61
NIDRR link	33%	20 / 61
NIDRR logo	20%	12 / 61
Online newsletter	11%	7 / 61
Online Web courses	5%	3 / 61
Privacy statement online	3%	2 / 61
Publication lists	33%	20 / 61
Sale of products online	6%	4 / 61
Search functionality	16%	10 / 61
Site map	15%	9 / 61
Text only version	2%	1 / 61
Web casts	8%	5 / 61

* as of 8/21-30/02

Independent Living and Community Integration Research Projects in 2002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Email alerts -- newsletter subscription 16% 6 / 38
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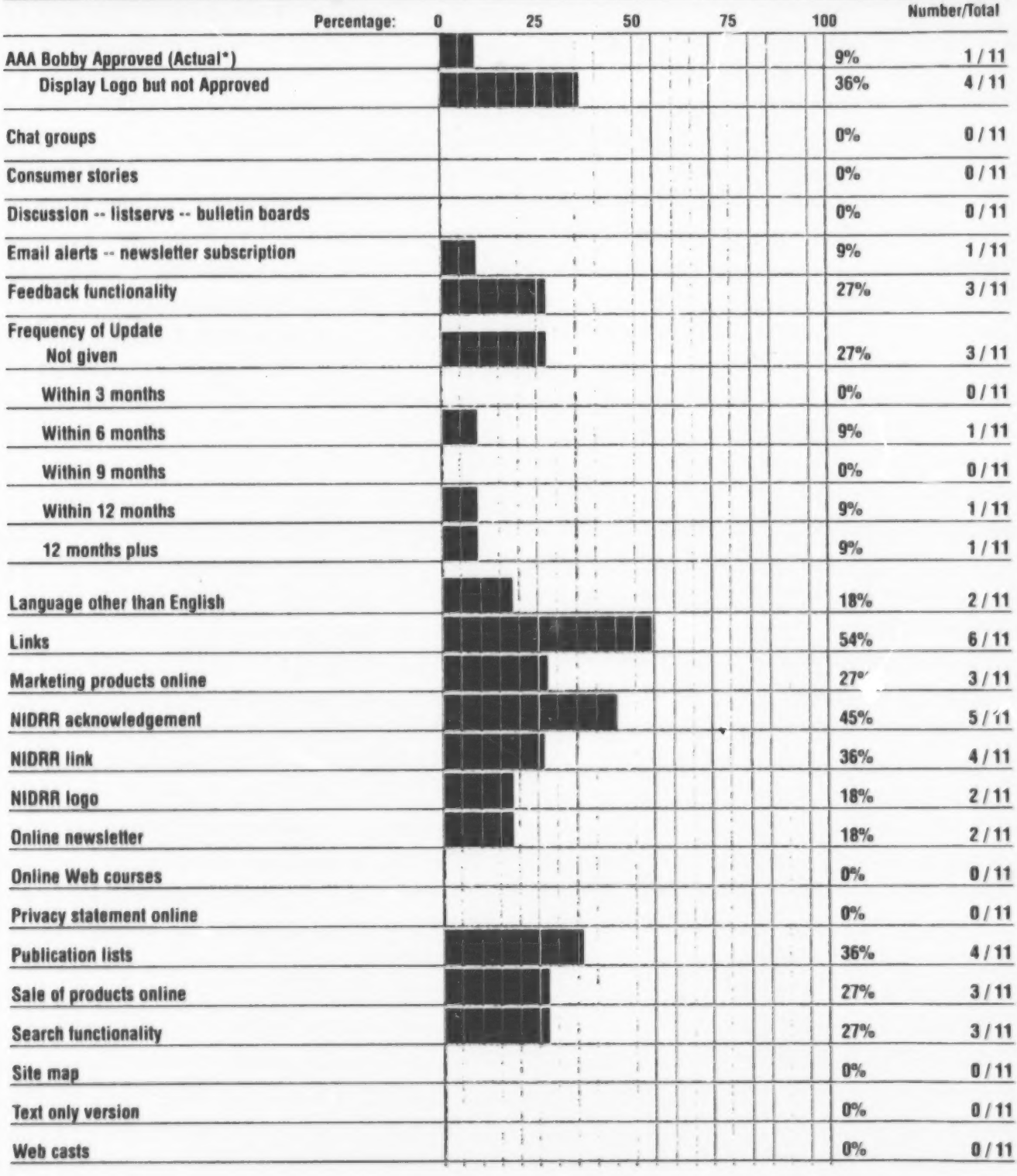
12 months plus 5% 2 / 38
Language other than English 8% 3 / 38
Links 45% 17 / 38
Marketing products online 16% 6 / 38
NIDRR acknowledgement 34% 13 / 38
NIDRR link 18% 7 / 38
NIDRR logo 18% 7 / 38
Online newsletter 18% 7 / 38
Online Web courses 0% 0 / 38
Privacy statement online 3% 1 / 38
Publication lists 37% 14 / 38
Sale of products online 13% 5 / 38
Search functionality 21% 8 / 38
Site map 5% 2 / 38
Text only version 0% 0 / 38
Web casts 3% 1 / 38

* as of 8/21-30/02

Associated Disability Research Areas in 2002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Number/Total
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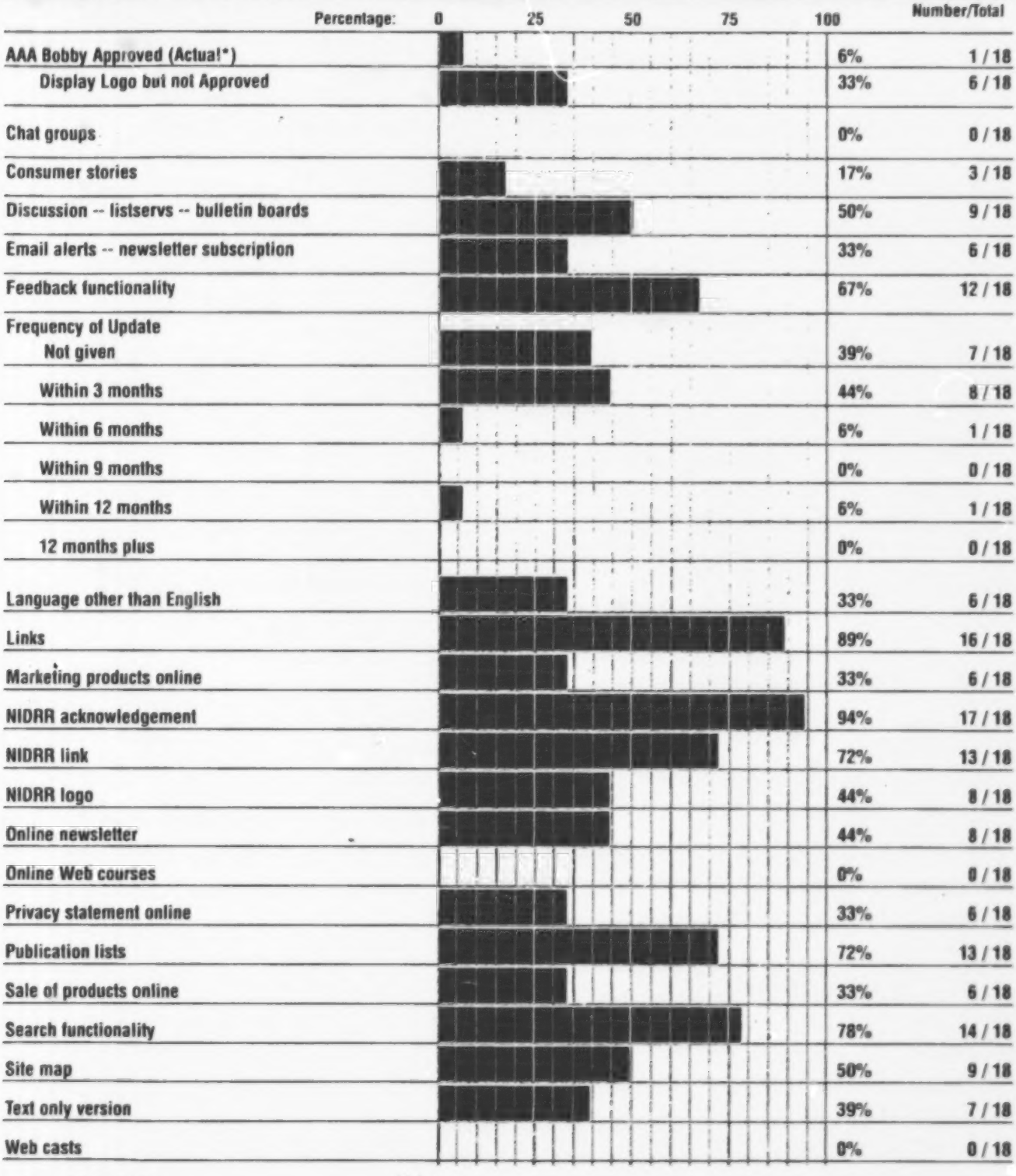
Display Logo but not Approved 36% 4 / 11
Chat groups 0% 0 / 11
Consumer stories 0% 0 / 11
Discussion -- listservs -- bulletin boards 0% 0 / 11
Email alerts -- newsletter subscription 9% 1 / 11
Feedback functionality 27% 3 / 11
Frequency of Update
Not given 27% 3 / 11
Within 3 months 0% 0 / 11
Within 6 months 9% 1 / 11
Within 9 months 0% 0 / 11
Within 12 months 9% 1 / 11
12 months plus 9% 1 / 11
Language other than English 18% 2 / 11
Links 54% 6 / 11
Marketing products online 27% 3 / 11
NIDRR acknowledgement 45% 5 / 11
NIDRR link 36% 4 / 11
NIDRR logo 18% 2 / 11
Online newsletter 18% 2 / 11
Online Web courses 0% 0 / 11
Privacy statement online 0% 0 / 11
Publication lists 36% 4 / 11
Sale of products online 27% 3 / 11
Search functionality 27% 3 / 11
Site map 0% 0 / 11
Text only version 0% 0 / 11
Web casts 0% 0 / 11

* as of 8/21-30/02

42

Knowledge Dissemination and Utilization Activities in 2002


Percentage:
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75
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Number/Total
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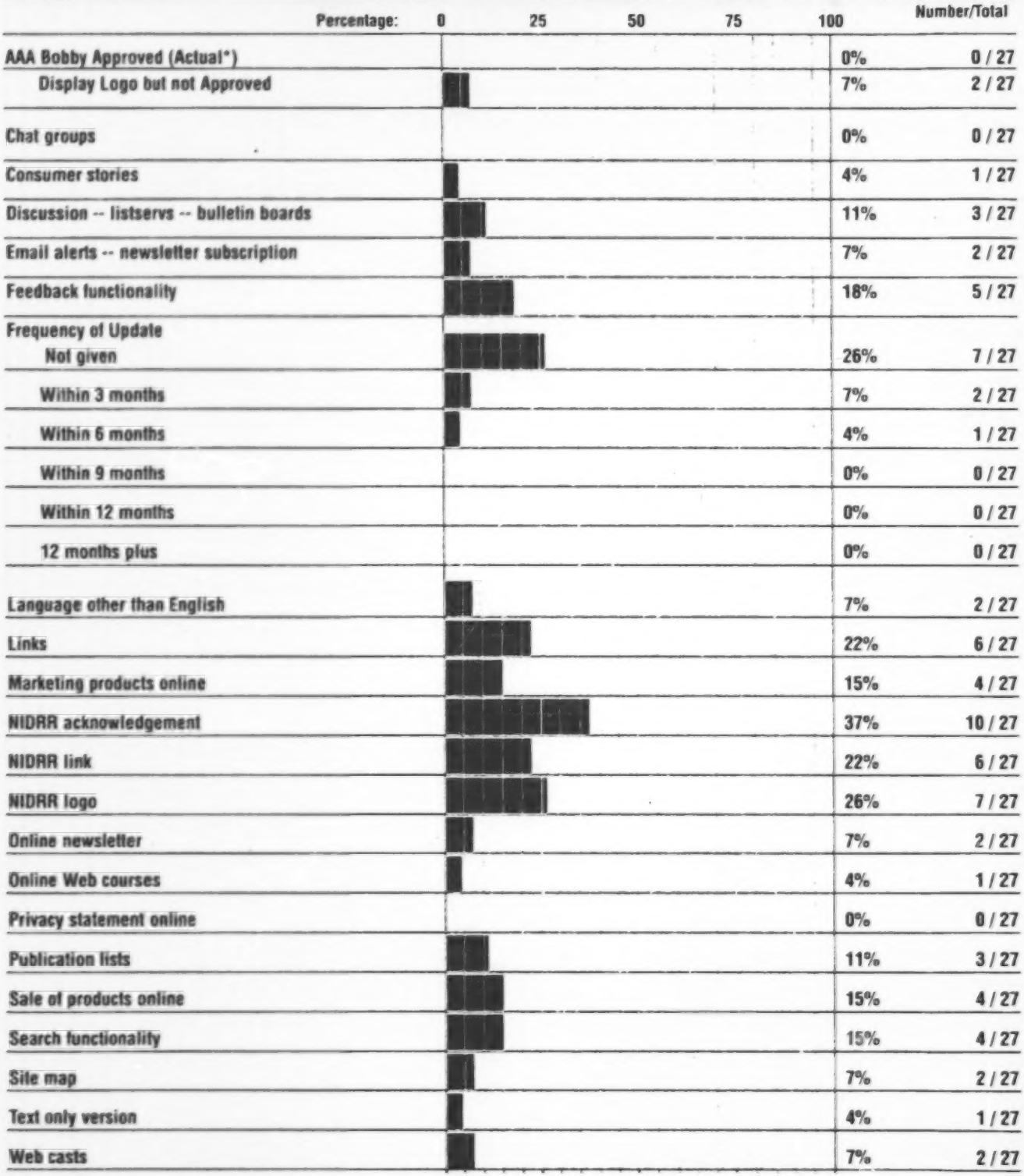
Display Logo but not Approved 33% 6 / 18
Chat groups 0% 0 / 18
Consumer stories 17% 3 / 18
Discussion -- listservs -- bulletin boards 50% 9 / 18
Email alerts -- newsletter subscription 33% 6 / 18
Feedback functionality 67% 12 / 18
Frequency of Update
Not given 39% 7 / 18
Within 3 months 44% 8 / 18
Within 6 months 6% 1 / 18
Within 9 months 0% 0 / 18
Within 12 months 6% 1 / 18
12 months plus 0% 0 / 18
Language other than English 33% 6 / 18
Links 89% 16 / 18
Marketing products online 33% 6 / 18
NIDRR acknowledgement 94% 17 / 18
NIDRR link 72% 13 / 18
NIDRR logo 44% 8 / 18
Online newsletter 44% 8 / 18
Online Web courses 0% 0 / 18
Privacy statement online 33% 6 / 18
Publication lists 72% 13 / 18
Sale of products online 33% 6 / 18
Search functionality 78% 14 / 18
Site map 50% 9 / 18
Text only version 39% 7 / 18
Web casts 0% 0 / 18

* as of 8/21-30/02

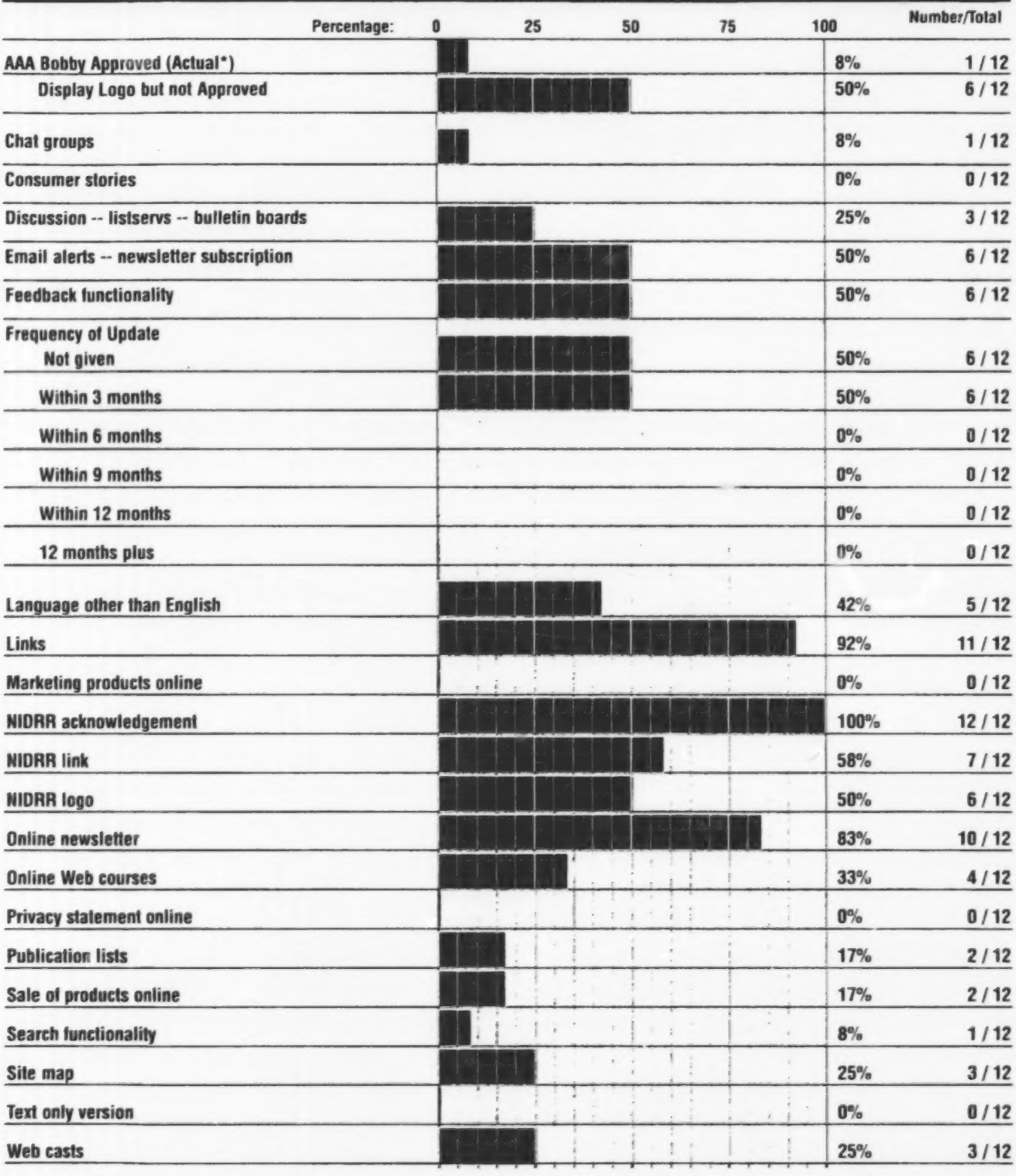
43

Capacity Building for Rehabilitation Training Activities in 2002



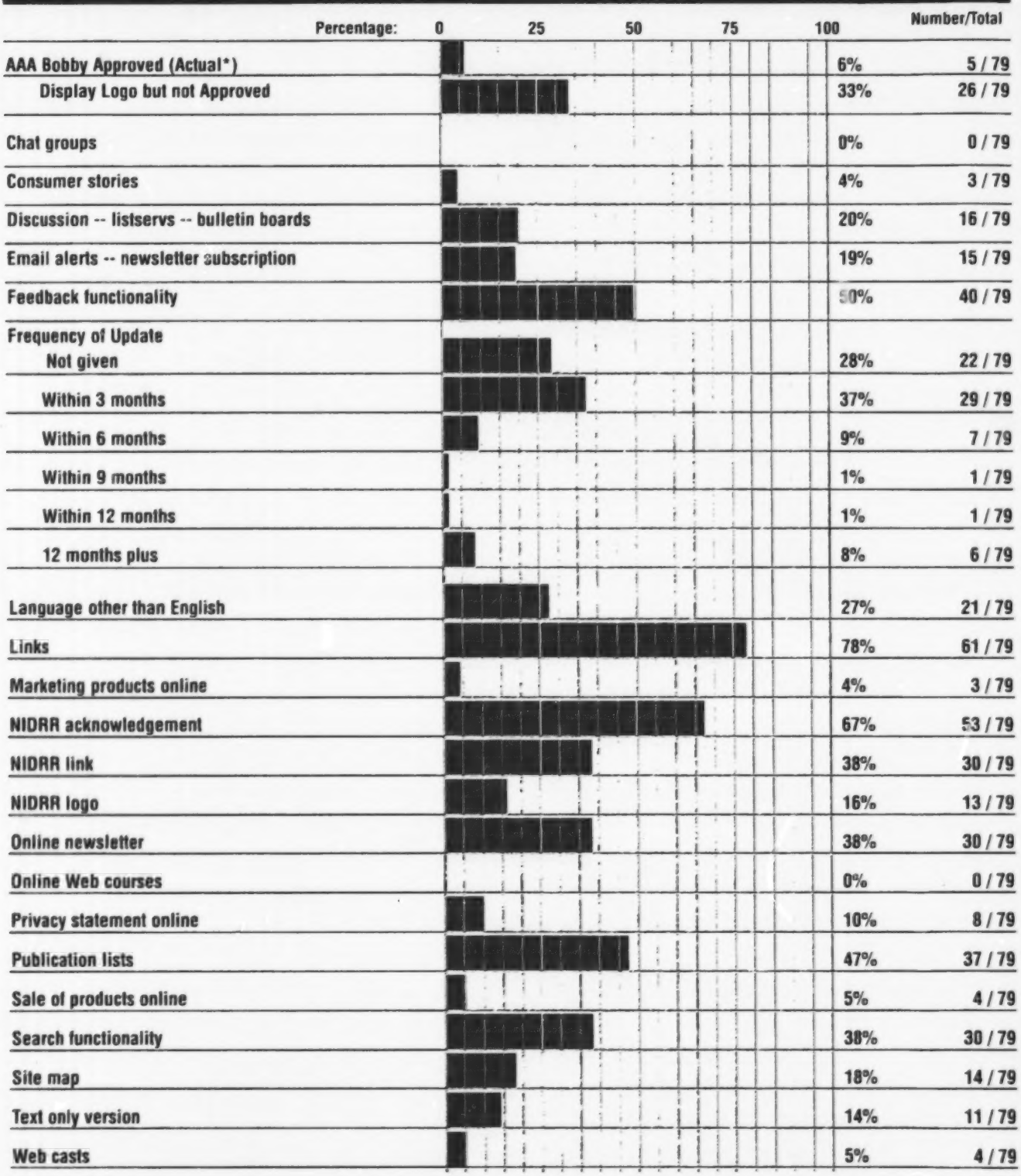
* as of 9/21-30/02

ADA Technical Assistance Projects in 2002


Percentage:
0
25
50
75
100
Number/Total
AAA Bobby Approved (Actual*) 8% 1 / 12
Display Logo but not Approved 50% 6 / 12
Chat groups 8% 1 / 12
Consumer stories 0% 0 / 12
Discussion -- listservs -- bulletin boards 25% 3 / 12
Email alerts -- newsletter subscription 50% 6 / 12
Feedback functionality 50% 6 / 12
Frequency of Update
Not given 50% 6 / 12
Within 3 months 50% 6 / 12
Within 6 months 0% 0 / 12
Within 9 months 0% 0 / 12
Within 12 months 0% 0 / 12
12 months plus 0% 0 / 12
Language other than English 42% 5 / 12
Links 92% 11 / 12
Marketing products online 0% 0 / 12
NIDRR acknowledgement 100% 12 / 12
NIDRR link 58% 7 / 12
NIDRR logo 50% 6 / 12
Online newsletter 83% 10 / 12
Online Web courses 33% 4 / 12
Privacy statement online 0% 0 / 12
Publication lists 17% 2 / 12
Sale of products online 17% 2 / 12
Search functionality 8% 1 / 12
Site map 25% 3 / 12
Text only version 0% 0 / 12
Web casts 25% 3 / 12

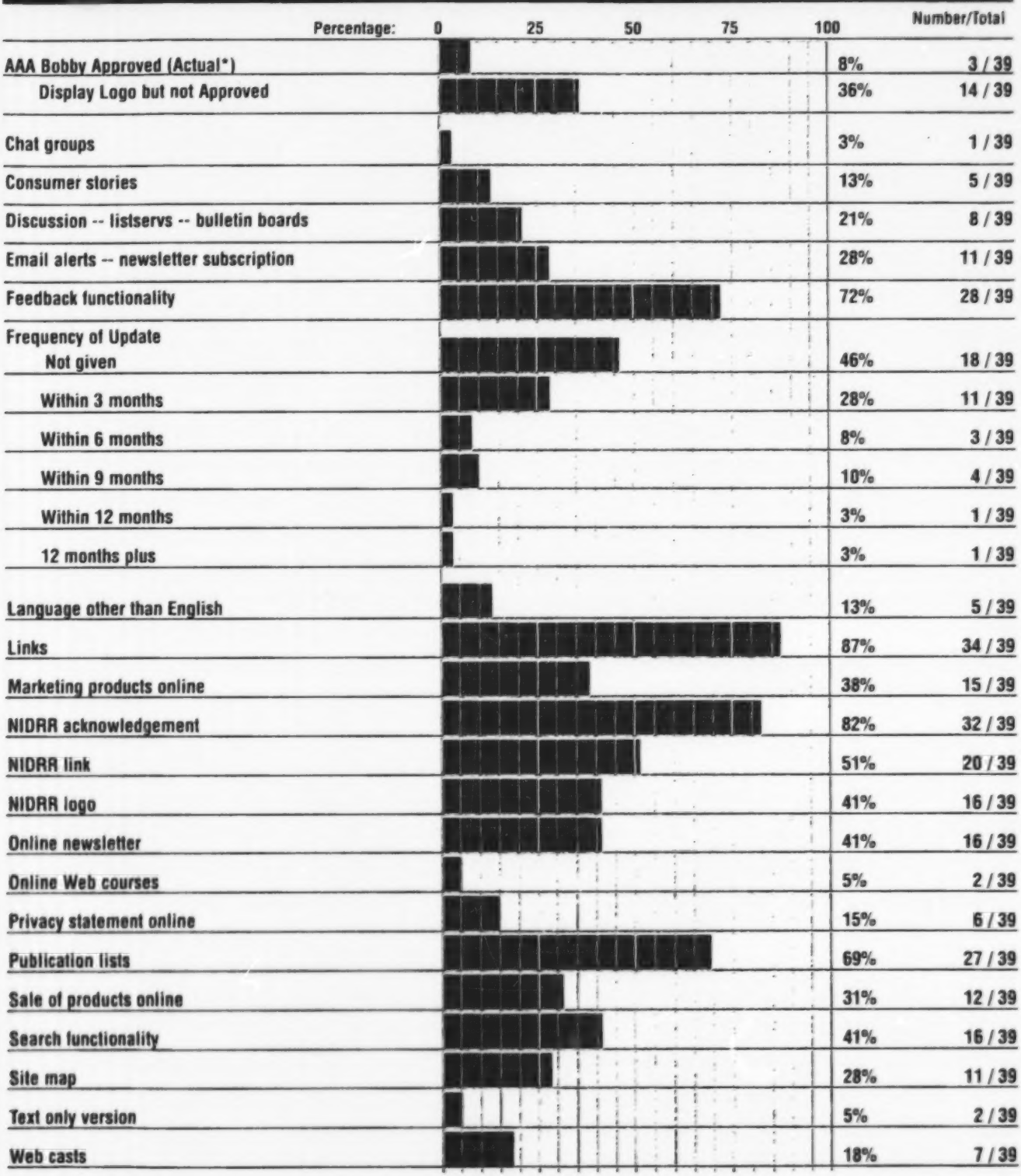
* as of 8/21-30/02

State Technology Assistance Projects in 2002


Percentage:
0
25
50
75
100
Number/Total
AAA Bobby Approved (Actual*) 6% 5 / 79
Display Logo but not Approved 33% 26 / 79
Chat groups 0% 0 / 79
Consumer stories 4% 3 / 79
Discussion -- listservs -- bulletin boards 20% 16 / 79
Email alerts -- newsletter subscription 19% 15 / 79
Feedback functionality 50% 40 / 79
Frequency of Update
Not given 28% 22 / 79
Within 3 months 37% 29 / 79
Within 6 months 9% 7 / 79
Within 9 months 1% 1 / 79
Within 12 months 1% 1 / 79
12 months plus 8% 6 / 79
Language other than English 27% 21 / 79
Links 78% 61 / 79
Marketing products online 4% 3 / 79
NIDRR acknowledgement 67% 53 / 79
NIDRR link 38% 30 / 79
NIDRR logo 16% 13 / 79
Online newsletter 38% 30 / 79
Online Web courses 0% 0 / 79
Privacy statement online 10% 8 / 79
Publication lists 47% 37 / 79
Sale of products online 5% 4 / 79
Search functionality 38% 30 / 79
Site map 18% 14 / 79
Text only version 14% 11 / 79
Web casts 5% 4 / 79

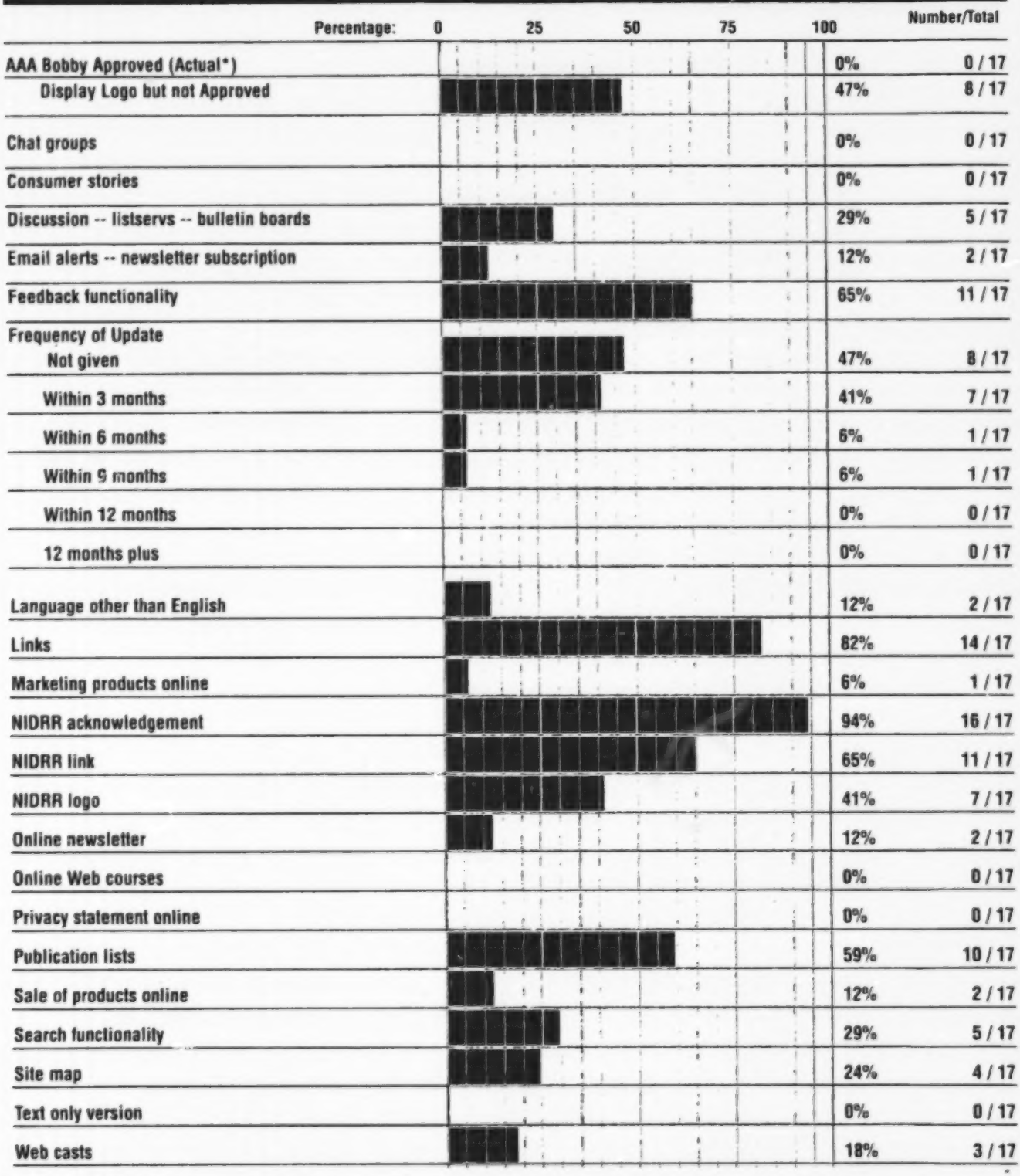
* as of 8/21-30/02

Rehabilitation Research and Training Centers in 2002


Percentage:
0
25
50
75
100
Number/Total
AAA Bobby Approved (Actual*) 8% 3 / 39
Display Logo but not Approved 36% 14 / 39
Chat groups 3% 1 / 39
Consumer stories 13% 5 / 39
Discussion -- listservs -- bulletin boards 21% 8 / 39
Email alerts -- newsletter subscription 28% 11 / 39
Feedback functionality 72% 28 / 39
Frequency of Update
Not given 46% 18 / 39
Within 3 months 28% 11 / 39
Within 6 months 8% 3 / 39
Within 9 months 10% 4 / 39
Within 12 months 3% 1 / 39
12 months plus 3% 1 / 39
Language other than English 13% 5 / 39
Links 87% 34 / 39
Marketing products online 38% 15 / 39
NIDRR acknowledgement 82% 32 / 39
NIDRR link 51% 20 / 39
NIDRR logo 41% 16 / 39
Online newsletter 41% 16 / 39
Online Web courses 5% 2 / 39
Privacy statement online 15% 6 / 39
Publication lists 69% 27 / 39
Sale of products online 31% 12 / 39
Search functionality 41% 16 / 39
Site map 28% 11 / 39
Text only version 5% 2 / 39
Web casts 18% 7 / 39

* as of 8/21-30/02

Rehabilitation Engineering Research Centers in 2002


Percentage:
0
25
50
75
100
Number/Total
AAA Bobby Approved (Actual*) 0% 0 / 17
Display Logo but not Approved 47% 8 / 17
Chat groups 0% 0 / 17
Consumer stories 0% 0 / 17
Discussion -- listservs -- bulletin boards 29% 5 / 17
Email alerts -- newsletter subscription 12% 2 / 17
Feedback functionality 65% 11 / 17
Frequency of Update
Not given 47% 8 / 17
Within 3 months 41% 7 / 17
Within 6 months 6% 1 / 17
Within 9 months 6% 1 / 17
Within 12 months 0% 0 / 17
12 months plus 0% 0 / 17
Language other than English 12% 2 / 17
Links 82% 14 / 17
Marketing products online 6% 1 / 17
NIDRR acknowledgement 94% 16 / 17
NIDRR link 65% 11 / 17
NIDRR logo 41% 7 / 17
Online newsletter 12% 2 / 17
Online Web courses 0% 0 / 17
Privacy statement online 0% 0 / 17
Publication lists 59% 10 / 17
Sale of products online 12% 2 / 17
Search functionality 29% 5 / 17
Site map 24% 4 / 17
Text only version 0% 0 / 17
Web casts 18% 3 / 17

* as of 8/21-30/02

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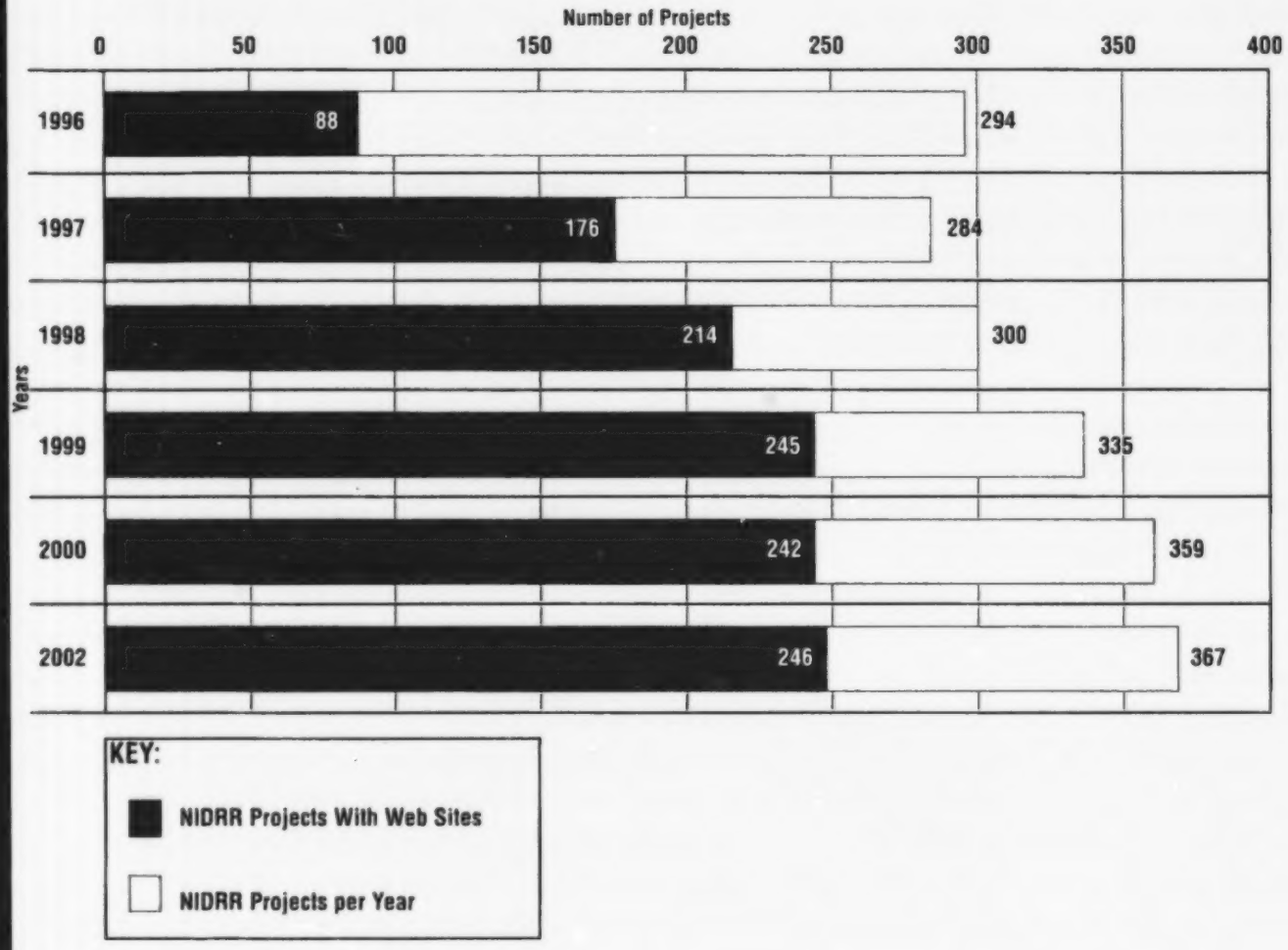
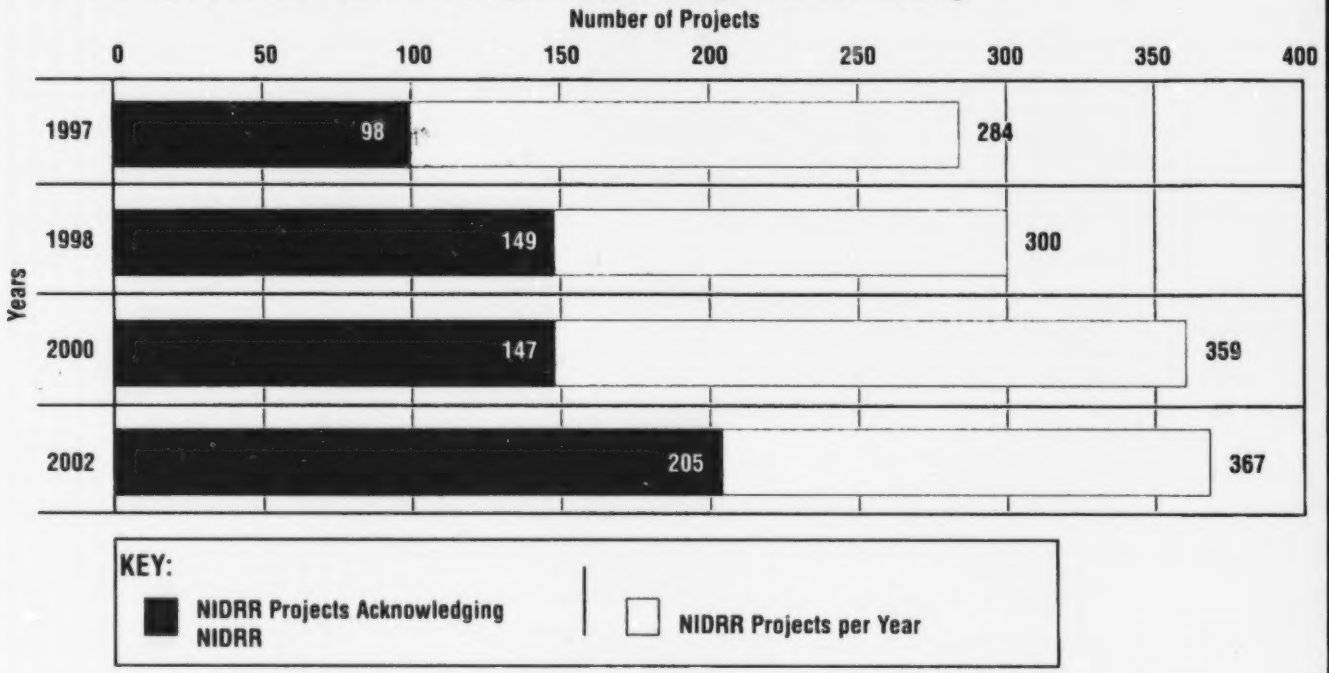
Comparison of NIDRR Grantee Use of the Internet Over TIme

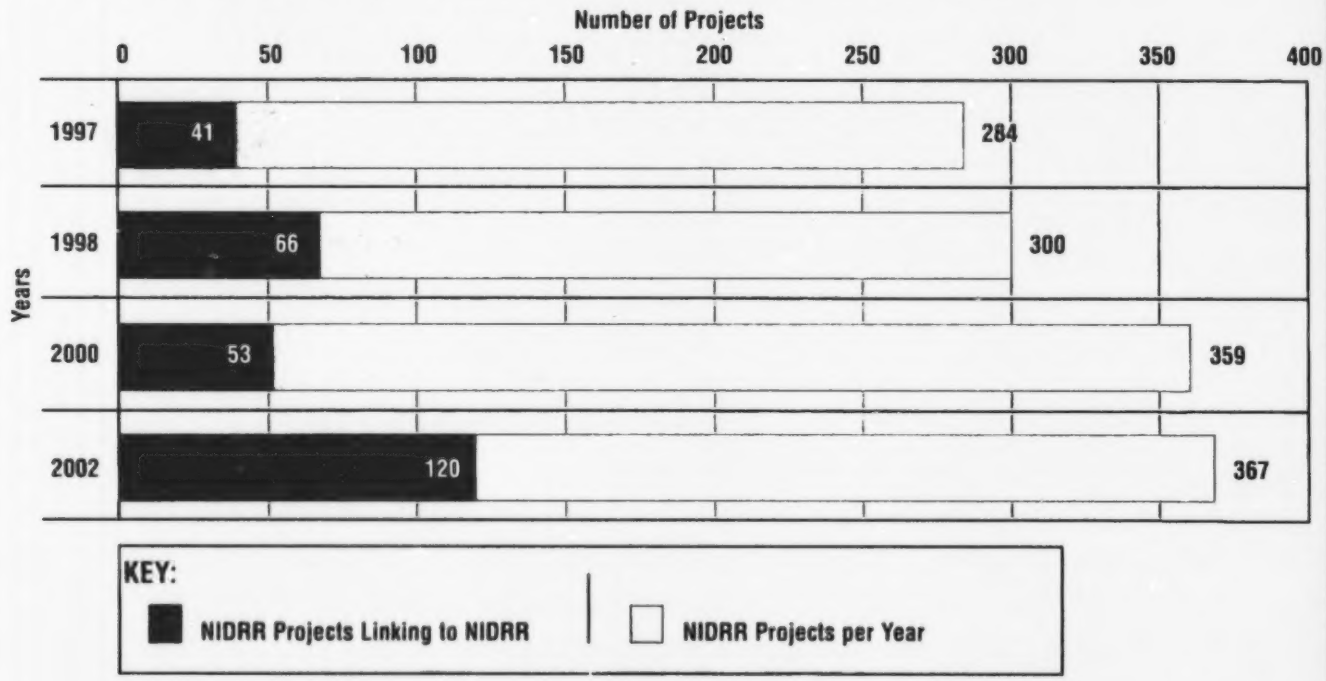
In 2002, 246 of NIDRR's 367 projects (as of 8/21-30/02) have Web sites. The following graph depicts the number of projects that were reported in the NIDRR Program Directory as having Web sites. NIDRR grantee Web presence has increased from 30% in 1996 to 67% in 2002.



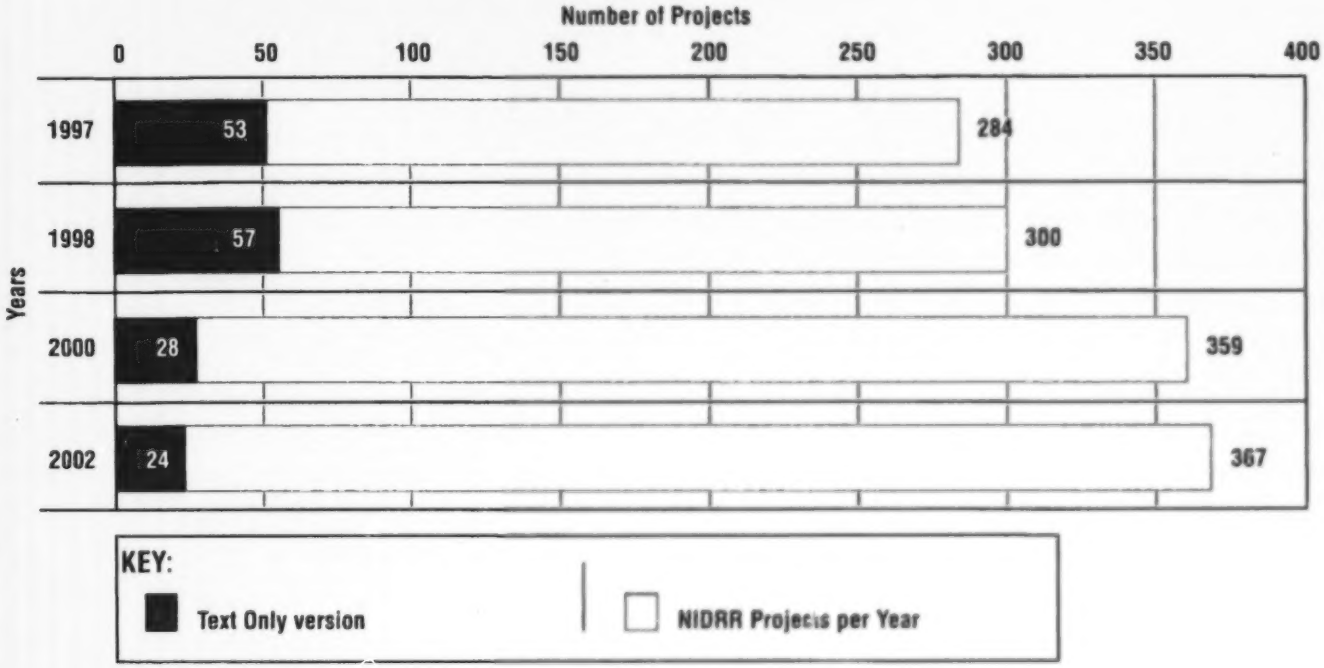
Grantee acknowledgement of NIDRR funding on projects with Web sites increased in the last six years. In 1997, 98 out of 284 projects mentioned NIDRR by name, with logo, or with link. By 2002, 205 out of 367 projects acknowledged NIDRR funding.



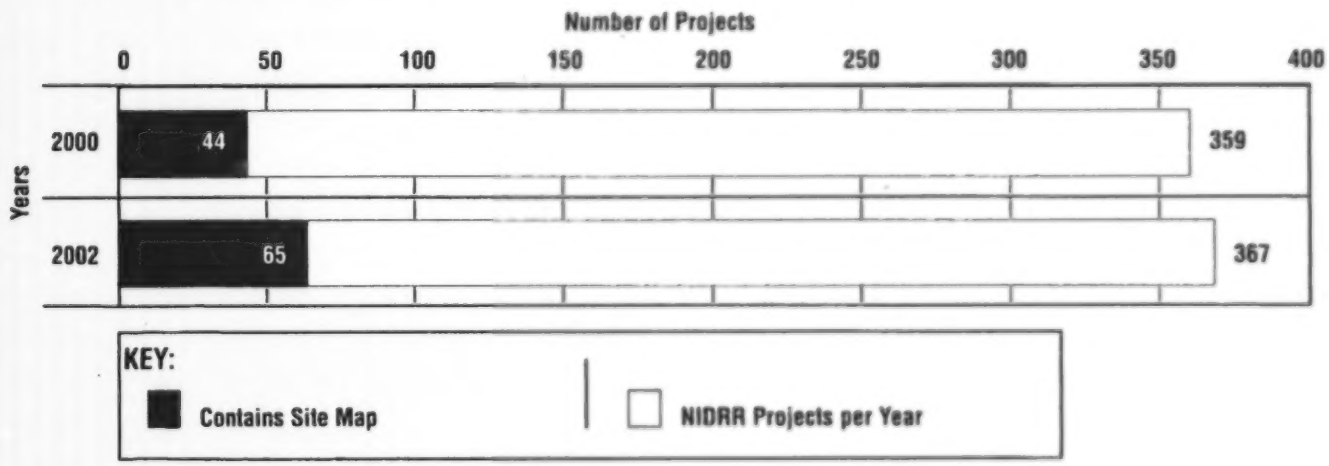
Outgoing links to NIDRR's Web site have increased as well. In 1997, 41 out of 284 projects linked to NIDRR. By 2002, 120 out of 367 projects included a link to NIDRR.



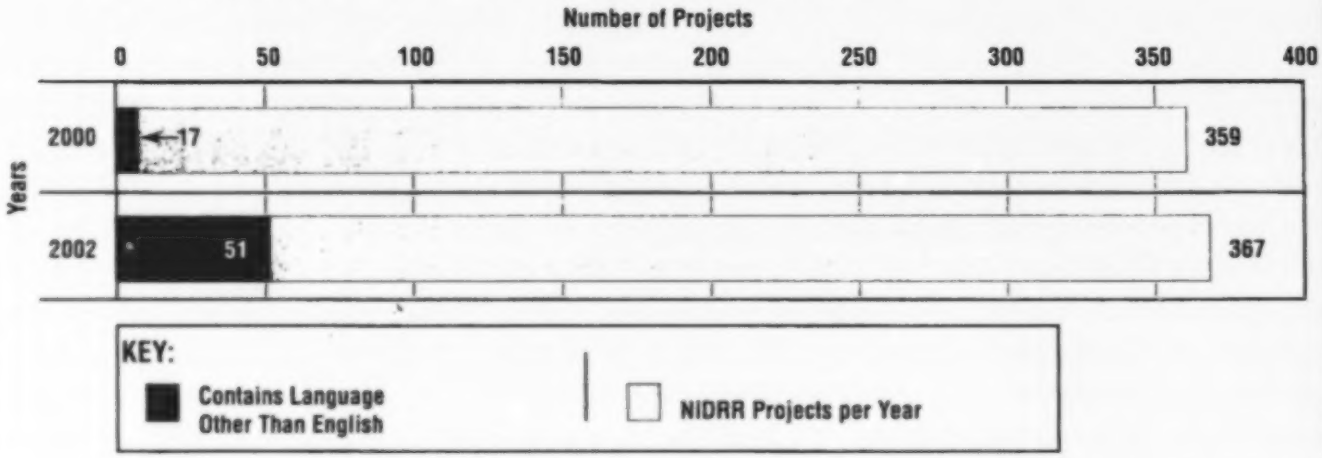
In 1997, 19% of the projects included a text only version of their Web site. In 2002, 7% of the Web sites included a text only version.



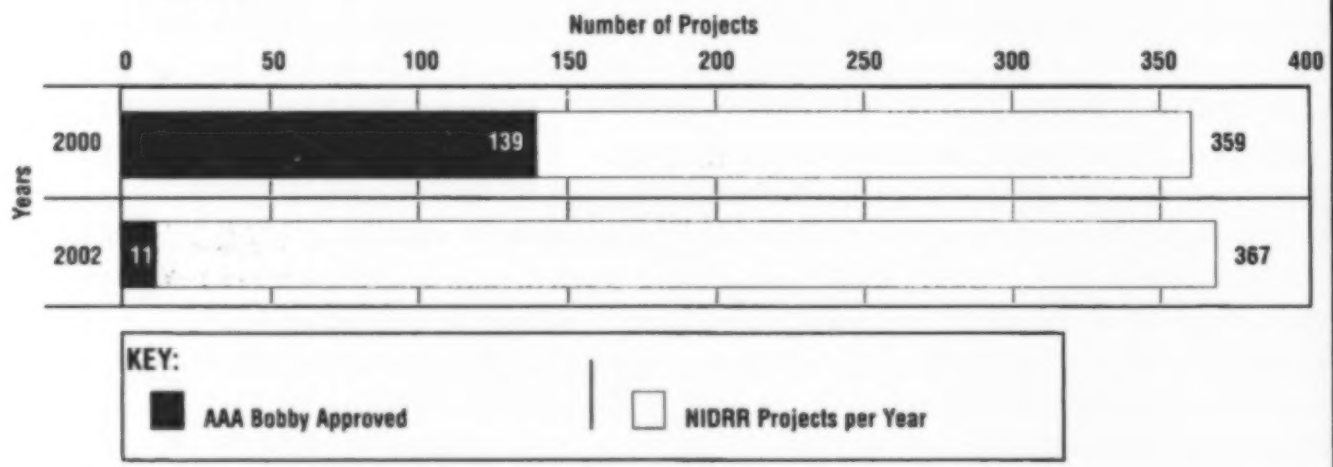
The use of site maps in NIDRR grantee Web sites has increased from 2000 to 2002. In 2000, 12% and in 2002, 18% of NIDRR projects' Web sites contained a site map.



The number of grantees incorporating Web components in a language other than English has increased between the years of 2000 to 2002. Five percent of grantees in 2000 had such a component while 14% display such a component in 2002.



In 2000, 39% of NIDRR's grantees had a current Bobby approval for their Web site. In 2002, as of 8/21-30/02, 3% of NIDRR's grantees with Web sites were AAA Bobby Approved when analyzed via **http://bobby.watchfire.com/bobby/html/en/index.jsp**. Note: During 2002 Bobby accessibility standards were changed. The NCDDR used these new standards for this analysis.



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NCDDR Survey Report 2002: Highlights of Findings was produced by the NCDDR under grant H133A990008-A from the National Institute on Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

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